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ABSTRACT

This final report, which completes a 3-year evaluation of the educational impact of the appointment of full-time trained teacher-librarians (TLs) in New Zealand schools, focuses on the 1989 experiences of 38 trained teacher-librarians and provides reflections on the total period 1987-89. Information was gathered through a combination of school-based interviewing and mail questionnaires. The emphasis throughout the project has been to assess educational impact qualitatively in such areas as the TL's role in promoting resource-based learning strategies in teaching programs, in increasing access to and quality of resources, and in encouraging professional development in schools; some quantitative information is included to illustrate the TL's role in increasing the diversity and use of research materials and resources. In their general assessments of their 1989 experiences, the TLs offered largely favorable ratings although some disappointments persisted for nearly all TLs as a result of inadequate appreciation of their role, or inadequate levels of material or ancillary support. Collaborative teaching continued to be central to the TL role, and planning was critical to its success. For the majority, a strategic management plan remained central to planning for short-term and long-term goals. Libraries in schools with a TL had all benefitted from having a trained full-time professional overseeing the upgrading and development of resources, and comments from heads and principals of schools with TLs were very supportive of the role. However, optimism about the future of the TL role was tempered by uncertainty about future funding and the suspension of training in 1989. (BBM)

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THE EDUCATIONAL IMPACT

OF THE APPOINTMENT OF

FULL-TIME TRAINED TEACHER-LIBRARIANS

Final Report

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THE EDUCATIONAL IMPACT OF THE APPOINTMENT OF FULL-TIME TRAINED TEACHER-LIBRARIANS

FINAL REPORT

Geoff Lealand

This report is in fulfilment of the Research Contract No. 41/17/166
with the Department of Education

New Zealand Council for Educational Research
Wellington
1990

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What Does a Trained Teacher-Librarian Do?
The Role Description

The Role of the Teacher-Librarian

Once trained, the teacher-librarian will be responsible for supporting the educational and social role of the school by:

ensuring the effective use of the school library and learning resources;

participating in school decisions on curriculum;

working co-operatively with other teachers to plan programmes so that research and information skills are integrated into the curriculum;

working with teachers and students to develop confidence, independence and enjoyment in using library and information resources and services;

providing access to a wide range of suitable resources, both in and through the school library;

being responsible for the facilities, systems and management of the library resource centre;

becoming an information link between the school and other libraries and information agencies.

Source : *The New Zealand Education Gazette*, 65:17, 15 Sept 1986.

What Does a Trained Teacher-Librarian Do? A Concrete Example.

Although it does not convey the full extent of the role, the following report from a 1988 trained teacher-librarian in her first full year in the role at a South Island secondary school, offers one example of what results from the implementation of the objectives of such professional training.

A Resource Based Learning Unit on Science: Form 4 (30 students)
Topic : Diseases (4 hours).

The aim [was] to have the girls work in pairs and to produce a class booklet that would be of use to them and to their friends out of school. A group of girls in this class was 'at risk' and therefore we [the teacher and the teacher-librarian] narrowed the topic to women's diseases and those related to their lifestyles.

Each pair chose one disease from a list of diseases ranging from breast cancer to chlamydia. Each pair had to write down 5 questions they would like answers to about their disease. Students were given guidance in formulating these questions, as well as where information could be found. (The vertical file was bulging with STD material from the Health Department). Note-taking skills were taught and an emphasis was put on the final presentation.

The class then put their work together. They selected the title 'Women's Health Issues'. A girl did a drawing of a woman's body for the front cover [and] a contents page was compiled. [The publication] was photocopied, reduced and stapled.

All girls were very proud of their work when they were handed a copy of the booklet with their names in it, and when they were told that the Principal and some of the staff had copies for their weekend reading. It was a big ego boost to a very difficult group of girls and some of their teachers were surprised that <u>all</u> the girls in the class contributed.

Two days later I was talking to a 6th Former. She said that they had just had a session on STDs.

* A teacher <u>told</u> them about STDs.
* A doctor came in and <u>lectured</u> them about STDs.
* A nurse <u>gave</u> them some pamphlets.

After the class the girls <u>dropped</u> the pamphlets in the rubbish tin and said how dumb the session was. I smiled and thought of the 4th Form session!

Janet Hart, Teacher-Librarian, Nelson College for Girls, Nov. 1989
(lightly edited revision)

EXECUTIVE SUMMARY

This final report completes a three-year-long evaluation of the educational impact of the appointment of full-time trained teacher-librarians (TLs) in New Zealand schools. A Stage I Preliminary Report (1988) described the experiences of teacher-librarians in 1987 and a Stage II Preliminary Report (1989) examined the situation in 1988. This final report focuses on the 1989 experiences of 38 trained teacher-librarians, as well as providing reflections on the total three-year period 1987-89.

* Information in this report, as in the two preliminary reports, was gathered through a combination of school-based interviewing and mail questionnaires. The emphasis throughout the research project has been to assess educational impact qualitatively, in areas such as the TL's role in promoting resource-based learning (RBL) strategies in teaching programmes, in increasing access to and quality of resources, and in encouraging professional development in schools. Nevertheless some quantitative information is included, to illustrate the TL's role in increasing the diversity and use of research materials and resources.

* This research project began in 1987, when the first intake of 19 1986-trained TLs were beginning their first year as full-time professionals. These TLs were joined in 1988 and 1989 by another 34 trained TLs, but resignations and non-responses meant that only 38 out of the 45 TLs remaining at the end of 1989 participated in the final phase of the research project. Professional training for TLs was suspended in 1989 and 1990 but will be revived, in a modified form, in 1991.

* In their general assessments of their 1989 experiences, 1986/87/88-trained TLs offered largely favourable ratings. However instances of unsatisfactory levels of involvement in collaborative planning and/or teaching, or continuing resistance from some teachers or sectors of the school to fully appreciate the TL role meant that some TLs found difficulty in achieving all of the goals they had set themselves for the year, in a difficult period of educational change and uncertainty about the future.

* Most TLs were also able to cite some event or general area of success for the year. For those longer in the position, this usually took the form of a clear acknowledgment of the value of the TL role in their school, and general acceptance in respect of automatic inclusion in administrative and managerial decision-making processes. Some disappointments persisted for nearly all TLs as a result of inadequate appreciation of their role, or inadequate levels of material or ancillary support. As the two Preliminary Reports have noted, the degree of material and intellectual support the head or principal is prepared to offer is critical in the success of the TL role in schools.

* A higher level of awareness about the TL role amongst teaching colleagues and students is encouraged by close working relationships between the TL and individual teachers, or groups of teachers. However the size of some schools, linked with high staff turnover, makes a satisfactory across-the-school level of understanding difficult to achieve for some TLs. Although younger teachers are often more receptive to working with the TL, this is not always the case. However those teachers who were interviewed said that the TL had markedly improved the school's teaching environment, with all agreeing that their students now used the library more frequently and efficiently.

* Most TLs still saw a need to market their role, especially to reach new staff members, or to increase understanding of the role for Boards of Trustees or the wider community.

* Collaborative teaching continues to be central to the TL role but, for some, it also continues to be the most difficult part of their job. Nevertheless, TLs reported many remarkable successes in 1989, both in terms of the quantity and quality of collaborative teaching ventures. Success in this area of the TL role continues to be governed by the type and size of school, the willingness of individuals and departments to extend their traditional teaching styles, and the level of support from senior staff. It also requires a high level of marketing, meticulous planning, effective interpersonal skills, and a degree of bravado on the part of the TL.

* Only one TL reported little success with collaborative teaching ventures in 1989. Others reported that individual units had sometimes not worked but also provided examples of very successful units, which met the needs of the TL, teachers and students. A number of TLs provided useful advice for ways to make such approaches to teaching more likely to succeed.

* Planning was critical to the success of collaborative teaching but it is also at the core of other aspects of the TL role. For the majority of TLs a strategic management plan (SMP), or corporate plan, remained central to planning for short-term goals and long-term objectives. Such formal planning, it was suggested, provided a good model for other teachers or sectors of the school. Nevertheless, most TLs acknowledged that SMPs needed to remain flexible, to allow for modification and to meet unanticipated demands. For some TLs, the efficient and systematic allocation of their time had only been achieved after some struggle and differences of opinion with their principals and/or teaching colleagues.

* Libraries in schools with a TL had all benefited from having a trained full-time professional overseeing the rationalisation, upgrading and development of resources. The library has in most cases become a centre for resource management and an important site for teaching development in the school. As well as significantly improving the qualitative use of the

issues and increased numbers of classes using the library for formal teaching periods. In addition, there were marked increases in levels of independent or self-directed research by students, increased lunch-time or spare time use and increased recreational reading.

* Although some libraries are well-resourced, a number of TLs reported that insufficient funding or the lack of suitable material was a problem. A more serious difficulty for some was the lack of adequate library ancillary support, particularly in primary and intermediate schools. Several TLs argued that the amount of library management in schools increased rather than decreased as a result of their presence.

* Nearly all TLs regarded the support they received from the School Library Service as very beneficial. They were less appreciative of the support they received from the school inspectorate (up to October 1990), citing cases of total lack of interest or misunderstandings about their role. Such criticisms were also voiced in the two previous reports, and attention is drawn to the need for the Educational Review Office, the agency now responsible for school reviews, to become better acquainted with the TL role.

* Most TLs provided qualified responses to the question 'Has your TL experience matched your expectations and hopes?' The reality of introducing innovation into school environments where traditional teaching practices prevailed, and where there was general uncertainty about the future of the TL role, meant that all hopes and expectations had not been realised. Nevertheless, the majority of TLs remain positive about the ideals and practice of the role, with a number indicating that it has turned out to be a better job than they imagined.

* Optimism about the future of the TL role was tempered by uncertainty about future funding and the suspension of training (in 1989). Nevertheless those remaining at the end of 1989 remained committed to the role.

* Comments from heads and principals of schools with TLs were very supportive of the role, arguing for its importance in the learning programmes of their school. One intermediate principal in a school with a 1987-trained TL offered the following unqualified praise:

> [It is an] exceedingly valuable position. I would have to rate the introduction of the TL as the most cost effective innovation I have witnessed in 38 years of teaching.

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SECTION A: THE RESEARCH PROJECT

Like the trained teacher-librarian role in New Zealand schools, this research project has a lengthy and complex history. Research began in March 1987, under terms set out in a Department of Education contract of January 1987. This final report was completed, in a draft form, in June 1990. The final words were being written at the very same time that a notice appeared in the *New Zealand Education Gazette* (June 15, 1990) announcing the terms for teacher-librarian training to be restarted in early 1991.

In the period March 1987-June 1990 much happened: the Department of Education disappeared and the Ministry of Education (a new client) appeared in its place; the numbers of trained teacher-librarians increased (as a result of three training intakes) and then diminished (as people made career shifts and no replacements were available); training for the one-year full-time course at the Wellington College of Education was effectively suspended for two full years (1989 and 1990) as a result of no funding provisions; and two progress reports for this study were produced (a 'Preliminary Report' in 1988 and a 'Preliminary Report (Stage II)' in 1989).

This final report focuses on the third year experiences of 1986-trained teacher-librarians and the second year experiences of 1987-trained colleagues, along with the first year experiences of their 1988-trained colleagues. It thus encompasses the experiences of people who have been three years, two years, or one year in the role. The first preliminary report described the experiences of 19 1986-trained teacher-librarians who had been one year in the role; the second, the second year experiences of 14 of these same teacher-librarians plus the first year experiences of 16 who had trained in 1987.

This final report describes the 1989 experiences of 9 1986-trained, 15 1987-trained, and 14 1988-trained teacher-librarians; a total of 38 teacher-librarians working in New Zealand schools in November 1989. However this does not include <u>all</u> teacher-librarians; another seven failed to respond to a series of initial questionnaires and follow-up requests, were on extended leave, or did not return promised questionnaires. For some of the tables in this report, information was only available for 14 of the 15 1987-trained

Unfortunately there has never been a central agency or institution that has taken specific responsibility for teacher-librarians in New Zealand schools and it has often been difficult to maintain contact with a widely scattered, small group of people. News of a teacher-librarian's departure from a school, to a new position or career, has usually filtered back through second-hand reports or correspondence. On one occasion, one teacher-librarian's departure from a North Island secondary school was signalled by a notice advertising for a replacement in the *New Zealand Education Gazette*. On another occasion, news of another departure arrived via a rather aggrieved letter from the principal. It is a symptom of the professional isolation of trained teacher-librarians in New Zealand schools that news often arrived in this manner. To some extent, this research project has had to take on the task of not only reporting on the status of teacher-librarians remaining in the role, but also on those who have departed to other pastures.

In most cases such contacts could not be maintained, although an occasional letter arrived from a former teacher-librarian. One letter which came in early 1990, from one 1988-trained teacher-librarian, described why he had 'given away' the position, for reasons which included:

* The incredible frustration created in not being able to get a straight and honest answer from Government as to our future, our direction, our existence.

* The failure of the Department [of Education] in showing real commitment to the cause when we really needed their support. Even at a local level inspectors weren't too interested - perhaps more concerned about their immediate future!

* The inability of Board of Trustees to future fund the position as budgets were/are already well short.

Although this former teacher-librarian still regarded 'teacher librarian philosophy' as an excellent concept, his departure was prompted by what he regarded as poor treatment, 'The way we have been treated stinks'. Even when he left the school, he was told 'how sadly I'd be missed <u>in the library</u>'. Which was an indication that 'maybe I failed in really getting the point across <u>or</u> maybe my school just wasn't ready for teacher-librarianship'.

Despite efforts to contact them by letter, little has ever been heard from other former teacher-librarians. By November 1989, eight teacher-librarians, trained in the period 1986-88, had taken up positions in other schools, or had made significant career shifts. To some extent, these departures presented an interesting dilemma for the researcher: what attention should be paid to those schools which no longer have a teacher-librarian, to explore the consequences of the departure of the teacher-librarian on programmes planned or already in place? Because this possibility was not part of the original research brief and because it would have over-stretched a limited research budget, it has not really been addressed in this study. The emphasis has always been on accentuating the positive (those teacher-librarians making a visible impact in New Zealand

schools), rather than highlighting the negative. In addition, there was a need to strike a satisfactory balance between recognizing that some schools have been placed in a real quandary when their teacher-librarian has departed, and acknowledging the right of teacher-librarians to make professional career choices at a time when there was no certainty about the permanence of the role.

If a bias has developed in this study, it has been towards giving greater favour to the latter position rather than the former. Although a number of schools have faced the reality of losing a valued teacher-librarian, the response has not always been commendable. After the teacher-librarian (1987-trained) resigned her position at one North Island secondary school in August 1989, to take up a senior position at another school, the position became effectively downgraded as a result of an untrained person being given a role equivalent to a teacher-librarian in ranking (PR2). Even though this school went through a procedure of advertising for a trained teacher-librarian, the lack of suitable applicants does not totally excuse the undesirable precedent of returning the trained teacher-librarian (TL) position effectively to a teacher with library responsibility (TLR) role.

The research method

The above considerations aside, this report covers the experiences of 38 trained teacher-librarians who remained in the role - and committed to the role - at the end of 1989. As in the previous two reports, information was gathered through a combination of school visits (interviewing the teacher-librarian and associated staff) and mail questionnaires. The following schools received visits during October-November 1989:

Long Bay College
Northcote College
Howick College
Mellons Bay School
Auckland Girls' Grammar School
Northcote Intermediate
Brandon Intermediate (Porirua East)
Wellington East Girls' College
Raroa Intermediate
Onslow College
Nelson Intermediate
Nelson College for Girls
Christchurch South Intermediate
Hillmorton High School
Kaiapoi Borough School
Shirley Boys' High School

Mail questionnaires were returned from the following schools:

Ashhurst Primary
Cambridge Intermediate
Central Normal School (PN)
Fairfield College
Frankton Primary
Greymouth High School
Hawera High School
Ilminster Intermediate
Kaitaia College
Kaitaia Intermediate
Kenmure Intermediate
Napier Intermediate
Otumoetai College
Rutherford Intermediate
Stratford Primary
James Hargest High School
Taipa Area School
Taupo Intermediate
Te Awamutu College
Wanganui Girls' College
Whangamata Area School

In addition, a mail questionnaire was sent to all heads or principals of schools not visited. Their responses, together with those from principals who were interviewed (38 in total), appear in Chapter 9 of this report. Responses to a short questionnaire that was distributed to all staff at a school with a 1986-trained teacher-librarian (Wellington East Girls' College) appear in Chapter 3.

The format of these questionnaires and interview schedules followed those used in 1987 and 1988, with the addition of a series of questions which asked for a more general overview of the teacher-librarian experience. For example, 1986-trained teacher-librarians were able to reflect on three years' experience in the role.

Reporting the results

As in the two previous reports, the emphasis is again on qualitative rather than quantitative measurement of the educational impact of trained teacher-librarians in New Zealand schools, for as the Stage II (1989) Report observed:

> The number of TLs in New Zealand schools is still few, their experiences too diverse, and their role too experimental for the emphasis to shift towards quantitative measurement. (p. 1)

Even though it would be very difficult and also misguided to attempt to quantify the impact of 38 widely scattered, specialist teachers, attempts

have been made to measure discernible 'impacts' in some areas, such as the use of library resources. Even so, the emphasis remains on the quality of use (i.e. being able to appraise, select and present resources), rather than on mere issue numbers or book stock levels. From the beginning, this research project was conceived as a qualitative study and has remained so, in the two preliminary reports as in this final report. Nevertheless the teacher-librarian role meets the criteria which dominate current perspectives of education spending: cost-efficiency, accountability, and equity. It can be shown that teacher-librarians are cost-effective in terms of their professional control of investment in school resources; accountable in terms of the transparency of their role in schools; and foster equity across gender, age and ability for both teachers and students. Now that existing teacher-librarian positions seem to have a commitment of funding until the end of 1993, these benefits will accrue for at least another three years.

But none of this could be demonstrated without the willing co-operation of those teacher-librarians who have participated in this research project over the last three years. The first thanks go to them, but gratitude is also due to others who participated in interviews or questionnaires (heads, principals, deputy-principals, teachers and library staff). The assistance and guidance of the Advisory Committee associated with this research project was also highly appreciated over the last three years.

SECTION B

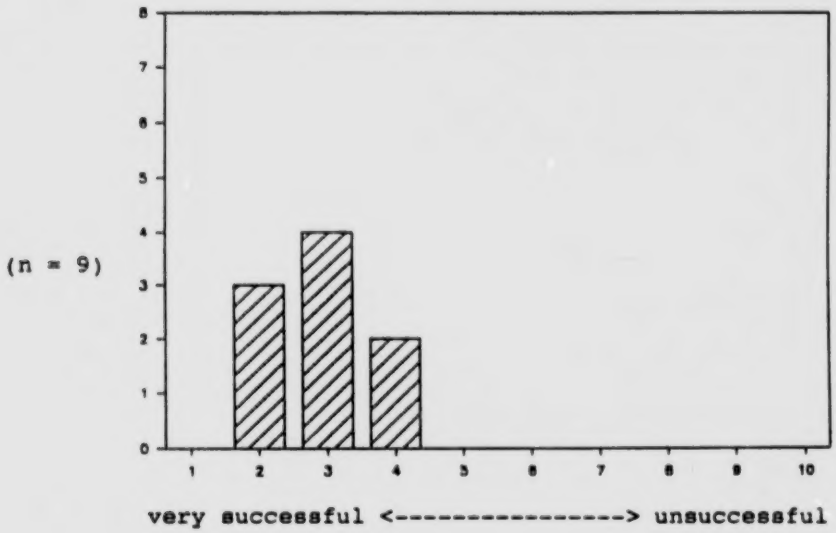
THE THIRD YEAR EXPERIENCES OF 1986-TRAINED TEACHER-LIBRARIANS; THE SECOND YEAR EXPERIENCES OF 1987-TRAINED TEACHER-LIBRARIANS; THE FIRST YEAR EXPERIENCES OF 1988-TRAINED TEACHER LIBRARIANS

1 GENERAL ASSESSMENTS OF THE FIRST/SECOND/THIRD YEAR

As in previous years trained teacher-librarians (hereafter known as TLs) were asked to provide a rating for the year, whether it was the first, second or third year they had been in the role in a full-time capacity. This rating is a very general measure of success, based on a scale of 'very successful' to 'unsuccessful'. With one exception, all TLs were willing to make such a judgement.

Figure 1

Assessment of third year in role (1986 TLs in 1989)



In the 1988 (Stage II) preliminary report there were a larger number of respondents (14) but a similar pattern towards the positive end of the scale. Over three years, ratings on this scale have increasingly clustered at the 'very successful' points of the scale, a shift from the more modest assessments of 1987, for example, when three quarters of 1986-trained TLs (11) opted for a mid-point on such a scale. Although obviously self-

assessments, taking into account a wide range of subjective factors, these ratings demonstrate that 1987, 1988 and 1989 were very successful years for these TLs, in their first three years as trained professionals in their schools. The following typical explanations were provided by 1986-trained TLs to explain their level of success:

Rating

2 Feeling pretty 'hot' this year and just about there in achieving full success. One measure of success is teachers volunteering materials for the library. (Secondary)

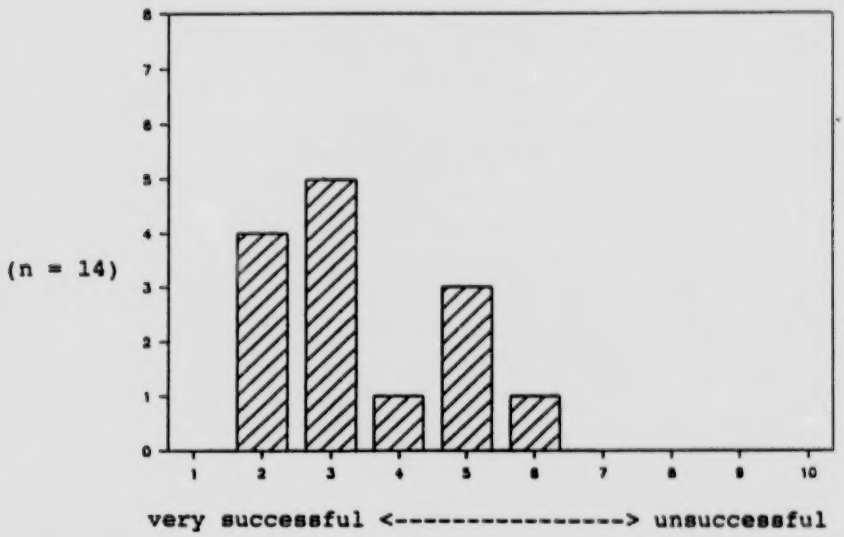
3 A rewarding year personally. Enjoyed the work and it went well but for the frustrations of working in an Intermediate school, with problems of continuity and constant interruptions to programmes. (Only 8 out of 22 teachers have been in the school longer than I). (Intermediate)

4 It has been a completely different year than the previous ones, largely due to personal circumstances and the low level of ancillary help, which has been as little as one hour per week. (Intermediate)

The above responses are probably best read in conjunction with responses to one of the final questions asked of TLS: 'After three years in the role, have your experiences matched your expectations and hopes?' As has already been noted in the opening remarks of this final report, these 1986-trained TLs pioneered the role in New Zealand schools, and it is their experiences, over a three year period, which best demonstrate what has been possible, what problems have been encountered (or persist), and what educational impact has resulted from having such a trained professional in a now firmly established role in a small number of New Zealand schools.

Figure 2

Assessment of second year in role (1987 TLs in 1989)



TLs trained in 1987 generally gave a more favourable rating for the second year in the role, with the contours of the above bar graph showing a definite shift towards the positive end of the scale. In 1988, for example, 10 1987-trained TLs provided a self-assessment of 4 or more, towards the negative end of the scale.

Explanations for 1989 assessments included:

Rating

2 Now an accepted staff member with full responsibility to market myself and because I have all resources at my fingertips. I can quickly support needs. Staff accept the role and activities I present as very worthwhile. (Primary)

2 Have taught collaboratively with a wide selection of teachers from many departments. The library is used almost constantly and good relationships have developed with the rest of the staff. (Secondary)

3 Teachers have all accepted that I'm not here to take their class for library lessons thus giving them release time. Understanding of the diverse nature of the role and how it can benefit them is filtering through to some teachers [but] not all. (Intermediate)

3 Would like teachers to use me more in the classroom rather than seeing me tied to the Library Resource Centre [but I] have a high profile in the school in respect of curriculum matters, e.g. chairperson of very busy curriculum committee. Used very much as a provider of professional development. (Secondary)

4 Teachers recommend my units to one another [and] research processes in the library are more frequent. (Secondary)

5 High degree of success in some areas e.g. Tech Horticulture/ Business Studies/some English classes [but] low level of success with Social Studies and other English classes. (Secondary)

6 Have not managed to make much headway with collaborative planning/teaching but have raised the level of understanding and attitude towards library use. There has been slow progress towards monitoring library resources. (Secondary)

Those TLs who rated their 1989 year as a qualified success pointed towards an unsatisfactory level of involvement in collaborative planning and/or teaching as the reason for failing to rate it more highly. Although lack of headway in this area was not restricted to secondary TLs, it tended to be a more frequent experience for them. Reasons why this remains a problem area for some TLs are discussed later in this report.

One 1987-trained TL was reluctant to answer this questions, indicating that she thought it was 'too global - some things are successful and some are not' and although such a response is valid, it must be stressed that the assessments in this section need to be read in conjunction with the fuller, more detailed sections that follow.

TLs trained in 1988 generally rated their first year as full-time TLs positively, with the majority nominating a position at the positive end of the scale. Although it is perhaps misleading to make direct comparisons with the first year experiences of 1986-trained TLs (1987) or 1987-trained TLs (1988), the general profiles of these bar graphs suggests that the first year experiences of this 1988-trained group were more satisfying and

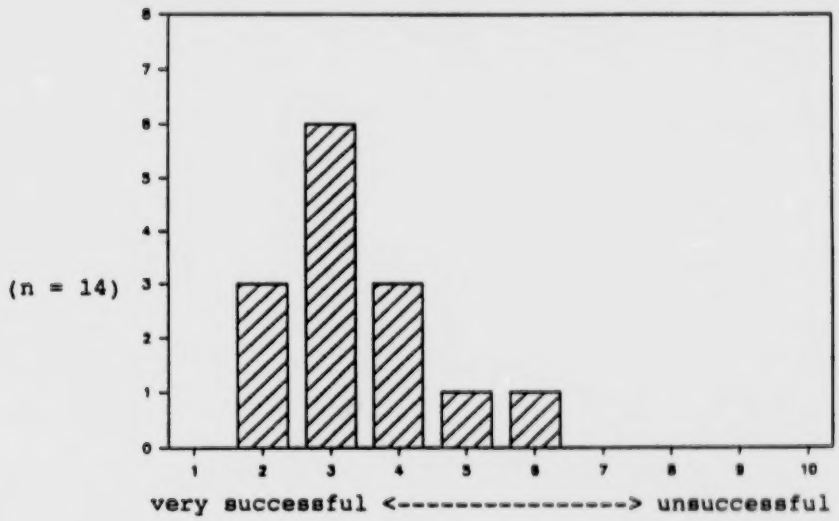
successful than those of the groups that preceded them. However, as for other TLs, external factors such as general educational changes, had made the year difficult for a number of people. Explanations included:

Rating

2 The school was very ready for the introduction of the TL role [with] staff very stable and receptive to the notion of RBL. Probably taught as many as 20-25 RBL units in 1989, with only one or two not successful. This has had a very significant impact of staff, to the extent that I get anxious if I am not teaching every day. (Secondary)

Figure 3

Assessment of first year in role (1988 TLs in 1989)



2 Have done fairly well and have taught in all classes in the school except one. Teacher response has been very good and I have received a terrific amount of support from my Principal. I couldn't have succeeded to this extent without his support. (Primary)

3 Failed to reveal to my new Principal what my role entailed [but] staff seemed to be appreciative of my efforts and I seemed to be in greater demand as the year progressed. (Secondary)

3 Was successful in selling the role of TL but because of constraints beyond my control I feel I wasn't entirely successful in carrying out the role. (Intermediate)

3 This year has been quite a strain emotionally. I have a 'benchmark in my head' that I should be teaching at least 3 periods a day. High expectations persist as well as the desire to be proactive. (Secondary)

4 My rating is a consequence of being very aware that if I had put in even more hours I would have done a lot more ... (Intermediate)

5 An adequate rather than a brilliant year. (Secondary)

Short-term planning

TLs were asked if they had achieved their short-term plans, that is, the tasks and goals they had set themselves for 1989. With the emphasis on planning that is central to the TL role, the majority of TLs have a clear set of objectives both for the short-term and the long-term.

Table 1

Short-Term Planning

	1986	1987	1988	Total
Achieved all objectives	1	2	-	3
Achieved most objectives	8	10	12	30
Achieved few objectives	-	1	1	2

The large majority of TLs had achieved most of the tasks and goals that they had set themselves for 1989, and where some goals had not been met, most TLs were able to provide explanations or rationales for shortfalls. The most common explanation was the disruption, or reordering of priorities, as a consequence of external factors beyond the control of TLs, as the following explanations indicate:

> The impact of 'Tomorrow's Schools' has meant many staff and HOD's have been uncertain as to funding/staffing/time allowances, to fully commit themselves to programmes that will continue into 1990.
>
> It has been a very difficult year in respect of internal disruptions (such as major school alterations), shortage of teaching staff, and general uncertainty re external education change.

Other TLs had reorganized their own programme or plans, in light of what seemed possible or desirable within their own school:

> More time has been spent on the organization and storage of NZ periodicals due to the availability of indexes on microfiche, plus teacher demand re successful individualized reading programmes.
>
> Used the opportunity to install a computer network and databases for students and staff, delaying some development of the information skills programme.
>
> Information technology was introduced earlier than I anticipated, which meant a lot of time was devoted to getting the system up and running and other tasks were delayed.
>
> Made progress in every area but less than anticipated in organizational tasks, with the emphasis on teaching aspects.
>
> Achieved less than I hoped but more than I expected.

The difficulty for these TLs is that they do not always have a clear criterion or standard to judge their performance against (unlike, for example, a classroom teacher who can judge the effectiveness of his/her

teaching by the number of pupils who pass a School Certificate subject, or achieve a satisfactory end-of-year grade). The only benchmarks TL have are those they have set themselves, or those they have decided on after consultation with senior staff in the school. Thus it is not surprising that the goals they set are not always realistic nor achievable, especially for those TLs feeling their way in the first or second year in the role. Nevertheless, it is remarkable that this group of TLs has been able to achieve most of the tasks they set themselves, particularly in a year of a high level of external stress. It is even more remarkable that three TLs achieved all the goals they set themselves. Although two TLs indicated that they had achieved 'few' short-term objectives, it could be that they were under-valuing what they had actually achieved. One TL who responded in this manner indicated that changes in the planned programme for the year were 'imposed on me, which meant that I had to modify my 1989 plan quite drastically to include only urgent priorities'.

The outstanding success of 1989

Most TLs were able to nominate some event or general area of success for the year. For those who had been longer in the role, however, specific high points in the year were rarer than the sense that general progress or establishment of the role in the school had been achieved, as the following explanation suggests:

> There were no real highlights but rather general and better understanding of the role in the school, and the realization re the need to convert research models to specific circumstances, such as for slow learners. (1986 TL)

For others, more specific highlights in 1989 included:

1986 Teacher-Librarians

> Planned programme of research for Form 3-5 Workshop Technology, with a research component in the syllabus on a whole course basis. Also a commitment by HOD English to introduce Form 3-5 research skills programme across the board.
>
> 5th Form English research has gone from strength to strength (with 200 plus students annually). The delivery and involvement has improved and demonstrated visible dividends.
>
> A 'reading mileage acceleration' programme in the senior team (Std. 2-4) which really took off. The senior fiction area of the library has been severely stressed ever since and issues in this area have trebled.

1987 Teacher-Librarians

> Total school involvement in 'Living Literature Week'. Teachers and students enjoyed total immersion in literature based activities in school and around the town. ...'Iron-man' robots marched through town singing their 'iron song'; visitors, the media were involved, parents joined in and books were bought by families for the library. (Primary)
>
> 5th Form research unit on film and NZ in the 1950s, with Witi Ihimaera. ... 'The man and the writer' - a short story unit,

incorporating video. Produced excellent results from virtually all the class and students were extremely enthusiastic, with two teachers working through entire unit, allowing even less able to achieve well.

1988 Teacher-Librarians

Resource-based learning unit on astronomy, which integrated multi-media resources. [It had the] added bonus of initiating interest in children, which continued after completion of unit [and] opened the doors to other co-operative units. (Intermediate)

Some work units have been exceptional, especially with language group - highly motivated, gifted children who have been a pleasure to work with. Have been used a lot on field trips but always in the context of resource provision. (Intermediate)

Have worked with every 5th Form class in school re the externally assessed School Cert. research component, working with 10-11 members of the English Dept. Hope that 5th Form experience will flow on to 6th Form. Started with 5th Form science and plan that every 4th Form will do a RBL unit in 1990.

As an indication of their level of success in establishing their role, several TLs noted that they were beginning to be 'taken for granted', not in terms of being neglected but in terms of being granted automatic inclusion in the administrative and managerial structures of their school, such as on staff training committees, professional development programmes, and curriculum committees, as well as having their skills recognized in the wider community for seminars and training courses.

Disappointments in 1989

Nearly three-quarters of all TLs had experienced some disappointment in 1989, largely as a result of inadequate appreciation of their role in the school, lack of support from senior staff, or inadequate levels of material support or ancillary staff assistance. In addition, stress generated by external factors, such as uncertainty about the general future of TLs, intensified some of the disappointments of the year.
Comments included:

There was a lack of interest by Principal in what I do [and] lack of commitment by some staff. (Secondary)

Failed to gain acceptance of the collaborative planning/ teaching/RBL aspects of job. (Secondary)

Major disappointment in that all people did not think to use me or are unsure how they can use me, or perhaps are afraid of having another teacher in the classroom - still an issue for some teachers. (Secondary)

Hassles re misunderstandings over roles in collaborative teaching and release for outside meetings ... needs to be a written policy re rights for release for out-of-school trips. (Intermediate)

Despite such disappointments - some indicating problems that probably cannot be swiftly resolved - there was also a belief that when things didn't work it was all part of the learning process, or resulted from the particular constraints of some schools, as in the following comments:

I always realized there were areas of the school where I wouldn't work or wouldn't be accepted. (Intermediate)

I am a realist so do not expect the unobtainable. (Secondary)

Only minor problems - no one can produce a solution for the overdue problem. (Secondary)

Some problems are characteristic of particular types of schools. In intermediate schools, for example, the two-yearly cycle of student 'turnover' precluded continuous tracking of students across a lengthy period, as in secondary schools where it is possible to instil and reinforce research skills across a 4-5 year period. Conversely, in secondary schools, the size of student populations and staff numbers often seem to preclude an equitable spread of the TL's time and energy, or inhibit a universal, across-the-school understanding of the role. On the other hand TLs in primary schools seldom have the level of ancillary help that is available to other TLs.

Many of the problems mentioned here, and in later stages of this report, can be attributed to the special characteristics, or constraints, of the type of school the TL works in. In some cases, however, lack of headway or incomplete realization of the role (especially after two or three years in the school) cannot be fully attributed to shortcomings of the school or to the failure of teaching colleagues to fully understand or embrace the potential of the TL role. Although it is not the purpose of this research to ascribe blame to individuals, it seems that some TLs may be misdirecting their energy or avoiding some areas where they should have a higher profile. Where appropriate, these instances will be discussed in later sections of this report.

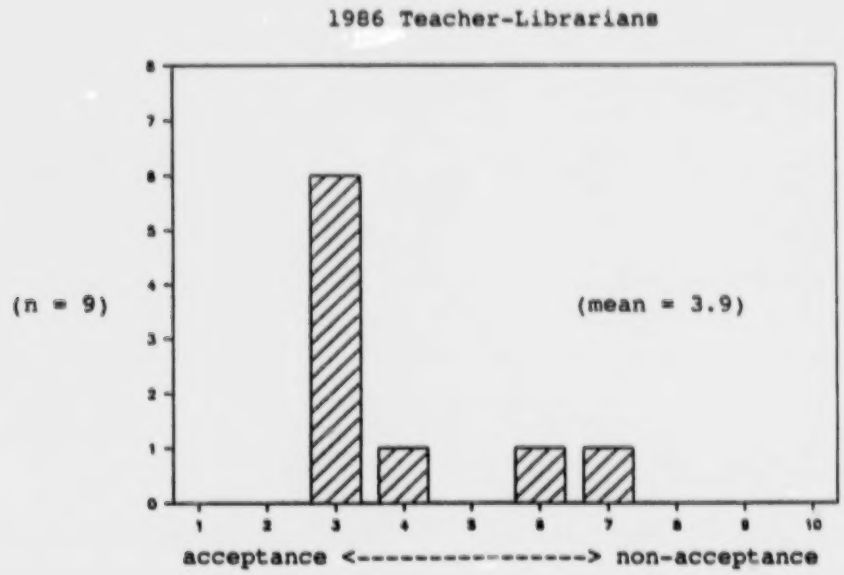
2 PERCEPTIONS OF THE ROLE - TLs' AND PRINCIPALS' EVALUATIONS

TLs were asked for a rating of how their role was understood in their school, choosing a point on a scale from 1 to 10. This was to be a very general assessment encompassing all sectors of the school.

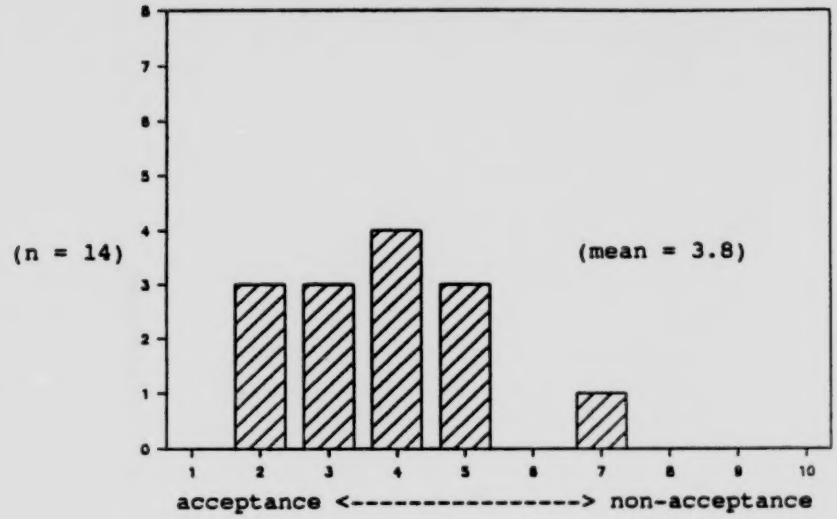
Although the numbers are small and the measurement necessarily subjective and very general, the following graphs do show that, as might be expected, understanding about the TL role increases with the length of time the TL has been in his or her school. Nevertheless, it is rather disturbing that two 1986-trained TLs indicate by their negative rating that their role is not well understood after three years in the role. For other TLs there has been a general and steady improvement in understanding, as relationships are built up with teaching staff and students, and RBL units and collaborative teaching ventures increase.

Figure 4

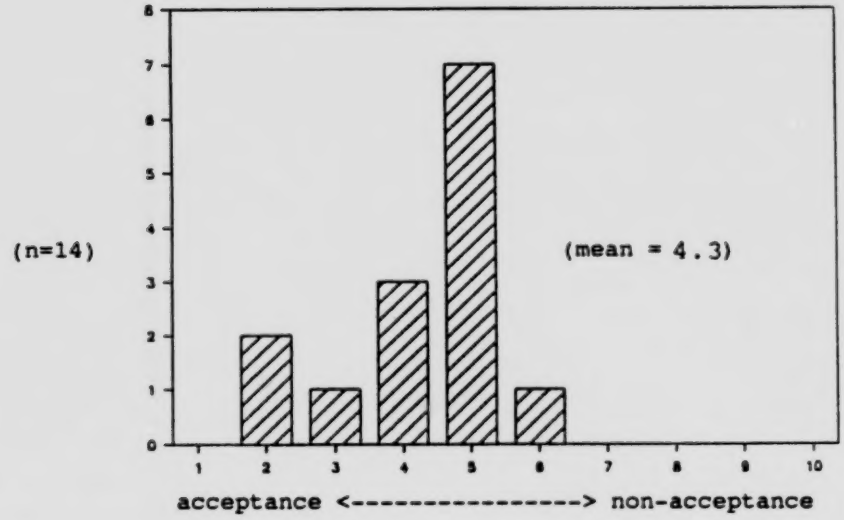
School's perception of TL Role, by year of training



1987 Teacher-Librarians



1988 Teacher-Librarians



Head or principal's perception of the role

In addition to providing the preceding general rating of how well their role was understood across all sectors in the school, TLs were asked to judge how well their head or principal understood it. Such judgements were based on the working relationships between the TL and principal (including levels of material or intellectual support), informal contacts, formal reports and evaluations, and other insights.

In turn, during the course of a short interview, principals and heads were asked for their assessment of the TL role in their school, in terms of its value to the school. These two assessments are placed side-by-side for

comparison, to demonstrate where there is obvious agreement between assessments, or where there are apparent conflicts or contradictions.

Teacher-Librarian	Head/Principal
Secondary Schools (1986)	
While seeming to have an understanding, I remain sceptical as he still makes obvious verbal slips, indicating a belief that I am a librarian rather than a real teacher. Also he seemed fairly clear that my job would not be funded by the school once we have to support it internally as it would mean we'd lose a teacher from elsewhere.	It is obviously valuable to have such a full-time resource person in the school.
Report regularly to the Principal [but] from his comments, I presume he does not read them fully and has little understanding, apart from his preconceptions. Rarely visits the library and has never seen me working in the classroom.	TL has a positive and growing influence on learning programmes. Pupils and teachers make better use of library and other resources. The library has a sense of direction for the future.
Would place his level of understanding at 2-3 on a scale of 1 to 10 as he fully understands the teaching component but is not yet perfect. But he is prepared to work for anything that is educationally sound.	Has been a learning process for me. Originally chose a person with vision and drive and all my expectations have been exceeded, e.g. provides 'hard' information on his progress, which is a service I never had before.
Fairly clearly understood and aware of the skills focus and supports collaborative teaching approaches. Fully involved in the role.	I backed the scheme from start as I was aware that it had to be of assistance to teachers. For students, we have to make their time at school exciting and demanding, effectively competing for their attention.
Very supportive in all respects except for 'housekeeping' differences of opinion, e.g. refuses to allow bags in the library and clientele has fallen away to some extent as a result.	Very highly valued as I was an early supporter of the TL scheme and it is one of my subject enthusiasms. TL is regarded as a totally integrated staff member but one with a speciality.
Intermediate schools (1986)	
The current principal has an excellent understanding.	A very critical role and should be in every school [but] Teacher-Librarians are wrongly named and [this] puts the wrong idea in front of people, leading them to believe that a librarian could do the job.
Has a set ideal but, on the whole, he is pretty good. It is probably harder for a principal to adapt to an established teacher with a new role than it is to adapt to a teacher new to school.	I feel I have a good appreciation of TL's capabilities but amongst teachers in the school there are still a variety of attitudes. Influence has spread beyond the boundaries of the school and parents have a good sense of the role and able to talk about it in an informed way, e.g. coupling

	'children's progress' and the library.
Primary Schools (1986)	
Quite good overall especially in respect of management role. Could put more emphasis on the teaching role when introducing me to new teachers and perhaps check how much syndicate teachers use me.	A valued TOTAL resource person with essential skills in this area. Assists in planning and carrying out class programmes, as well as co-ordinating resource materials. An integral staff member.
Better understanding than when he first arrived in the school last year, when by his own admission he saw me as a librarian, not a teacher.	Extremely valuable asset to the school. Has been able to develop the library and its resources in such a way that they are 'living', growing and providing learning and valuable experiences for all. Originally thought that the TL may be so tied to the library that a contribution to school in other areas would be minimal.
Area school (1986)	
Seems to have a good understanding but does not take a strong interest.	Very highly valued especially as our staffing formula is less generous than a Form 1-7 school.
Secondary Schools (1987)	
Has little understanding of the professional aspect [of the role]. Understands the management component well but tends to believe that this is what TL work is all about. Likes to see me in the library at all times and not in the classroom.	Position is excellent value and has allowed for a much more used and useful library and approaches to research methods by students.
Reasonably well understood - feels the library is working successfully and is aware of information skills and RBL teaching, and approves of this.	Very highly valued and expectations have been fulfilled and even surpassed.
Professes to understand and can be very supportive generally. However thoughts tend to be towards resource gathering and teaching [confined] to the library.	A catalyst of resource based learning. Her approach to the resource base potential of the library is invaluable [but] (A) had to promote her position and gradually educate the staff.
New principal has limited appreciation of the role although perfectly pleasant. Unable to report in the way I desire.	Any new principal tends to have a fairly superficial knowledge of his/her school. Have learnt a lot this year but not a lot of details. The TL does report to me and keep me well informed but I wouldn't want all teachers to report to me in this manner.
Very supportive but probably still tends towards the more obvious information and resource management successes rather than teaching developments which are more	(no response)

personal, individual and less visible.	
Extremely well understood. Supports with funding, ancillary help and discussion time.	(no response)
Intermediate schools (1987)	
Very supportive but does not completely understand the possibilities of the role - sees it as a luxury when we still have 30+ children in a class (there are times when I have also felt this way).	A valuable resource person because of the multifaceted nature of the job, unifying many of the resources of school (Acting Principal).
Very well understood and withstood pressure to have me used as a relief teacher during winter flu epidemic.	Exceedingly valuable position. I would have to rate the introduction of the TL as the most cost effective innovation I have witnessed in 38 years of teaching.
Excellent understanding.	High priority position in respect of professional growth and standing for staff, in addition to impact on information skills and curriculum matters.
Very supportive but needs constant reminding to improve knowledge of what I am doing/what I am supposed to be doing.	A key component in the teaching/ learning team and certainly on par with a Curriculum Implementer, a role I encountered in an experimental school in the US.
Primary schools (1987)	
Becoming increasingly aware of my role. I know he reads my reports and is keen to see resources used well. Is supportive.	Very highly valued and staff regard TL as most important position.
Fully understands my role through reports and discussions. Is willing to fight to retain me.	Has become an integral part of school development and programming.
New principal in 1989. Previous person had a reasonable understanding and was instrumental in school getting TL.	TL has the potential to do great things in some areas (development and use of library; programme support and planning models), expectations have been matched; in other areas they have not been met.
Area School (1987)	
Understanding is improving but I haven't worked with any of his classes yet.	I perceive the position as having unlimited potential, particularly in the area of teacher development [but] concerned about possible under-utilization.
Secondary schools (1988)	
Not well understood at all. Sees me as an extra teacher, helping with study skills in isolated	Very great value. Information retrieval skills are essential in today's world of rapid change. TL

lessons. Knows nothing about books.	work in resource based learning has reached across the curriculum. Promotion of reading has increased. Regarded as a staff member of high calibre.
Understands it reasonably well and is supportive but has not worked with me. Very supportive in respect of changes in the library policy.	A very valuable position in terms of modern education. Information technology is way to the future.
Tends to see me as a resource person who works across the curriculum. Admits to difficulties with the 'jargon' associated with the role, using 'individual learning' rather than 'resource based learning'.	Very highly valued. Initially had no concept of the <u>breadth</u> of activity in the role, regarding TL as someone who could look after the books. There is more to the role than I anticipated [but] many teachers will probably argue that a TL does not have the sole prerogative in the area of teaching individualized learning skills.
Very supportive and has full understanding, visiting the library 4-5 times daily. Likes library to have a high profile. Have become a 'sounding board' for principal in many ways, possibly because I am not threatening nor represent a vested interest.	Top priority role and the best innovation in the school for many years. Integral to school teaching programme. Did not anticipate that TL impact would be so visible nor as immediate as has eventuated.
Very good understanding. Has training in education background and is sympathetic to the objectives of the role.	(no response)
Probably not at all well. Not very communicative even though I report to him once a term. Gives the impression he does not see the position as essential.	Has had an impact on the resource base in the library in respect of the library as a workplace [but] impact has been limited in terms of spread over departments. The teaching role is an important component but less easy to realize. Two people in the classroom is wonderful if you can manage it.
Intermediate schools (1988)	
Fine understanding, except I sometimes have doubts about his commitment when asking for funding for resources.	As an ex-Reading Advisor I place great value on a TL [and] made the case to get our one approved.
Principal who recently retired understood the role perfectly ...thought TLs were the greatest thing since sliced bread.	Extremely high value with immense capacity to change in our school by working alongside pupils and teachers. (Retiring Principal)
It took over a year but I feel he has complete understanding of the role but not complete understanding of all aspects and of the time required for management.	TL is in key position in school for development of information skills and RBL all pupils...high priority skills for life long learning. All schools should have access to TLs...to meet learning needs.
Allows me autonomy in my role [but] I would like more active support at times, but able to get on and do it myself.	(no response)

Really don't know ... probably understands the role as well as the remainder of staff.	Role is compatible with the centrality of the library in school life and responsibility for the management of resources and their integration into the classroom.
A very good understanding of the complexity of the role and is consistently supportive.	If I had an additional staff member granted, TL would be top priority, but not as 'keeper of books'. TL has made a distinct impact on teaching programmes, with a positive response for teachers. 'Very astute with teachers.'
Primary schools (1988)	
Excellent level of understanding. I report twice a term and he is very receptive to this kind of feedback, and sees the senior teacher aspect of the role as very important, preferring it to be given emphasis.	Inestimable value. A major gain is the ability of the TL to work with and plan programmes with pupils and teachers, as an innovator. Library was previously seen as just another resource, rather than central to the school, as it is now. Parents are also well attuned to TL role. TL while in the school has confirmed all hopes and expectations.

The preceding comments illustrate that gaps of understanding between TLs and their head of school persist, even though there are obvious examples of excellent rapport and mutually beneficial support. As the leading administrator of the school, the head or principal is in many ways the pivot point in determining the degree of success TLs can achieve. It is critical that the head of the school provides the necessary level of material and intellectual support to enable the TL to achieve his/her full potential, as well as setting an influential example for other staff.

This role of the principal is best illustrated by referring to the case of one secondary school with a 1987-trained TL (flagged as example 'A' above). When the retiring principal was interviewed in late 1988, he provided the following rather negative assessment of the TL role in his school:

> If the TL departed, the school would carry on. The TL claims the library has become an invaluable resource but she has done things that are alien to me.
>
> (Stage II Report, p. 17)

With this retiring principal's departure, the school carried on and the incoming principal, judging by his own comments and the TL's comments, was more receptive to the role and ultimately more supportive. Conversely, there are cases where there had been a change at the head of the school and it was necessary for the TL to educate his or her principal over again.

In all fairness however, it must be remembered that 1989 was a very stressful and demanding year for principals and heads, with unprecedented demands on their time, decision-making capabilities, and financial acumen. In large secondary schools, some with staff in excess of 70 people, the problems of the TL would be only one in a lengthy list of considerations. But this does not totally excuse those who, according to the TL, have not demonstrated sufficient interest in the role. Given that the TL is a senior

teacher in his/her school, with the potential to be at the centre of planning strategies (curriculum, resource purchase and allocation, teacher development) for the school, it is critical that principals and TLs have a close working relationship. This is even more critical with principals assuming a larger role in the overall direction of their school.

What is particularly significant, however, is the credit some principals give to the role their TLs have been playing in promoting teacher development in their school. It can be argued that TLs are the best-placed, and often best-qualified, person in the school to initiate and perpetuate this aspect of education, particularly in a climate where teacher development programmes have become more the responsibility of individual schools, rather than through centralised agencies.

Deputy Principal's perception of TL role

The level of understanding and support deputy-principals offer the TL in their school is probably as crucial as that offered by the head of the school, especially where the DP has an important role in curriculum matters or is heavily involved in classroom teaching. As with Principals, some DPs understand the role very well and some not well. On the whole, DPs in schools with 1986-trained TLs are supportive, with TLs providing the following typical assessments:

> The DP is very good and very keen to see children succeed [and] realizes the potential of the TL in the process of children succeeding. (Intermediate)
>
> Well understood and makes full use of skills available and is totally supportive. (Primary)

However, there were a number of cases where the DP had limited understanding of the role, or little interest in learning more about it:

> DP is somewhat offhand [and] seems to see me as a babysitter in the library, especially with problem students. (Primary)
>
> Does not seem to understand the role as well as the Principal but through policy of non-interference seems to acknowledge its value. (Secondary)
>
> Has not worked with me in the classroom. Does not seem to understand my role [and] will visit the library but nearly always refers to the library assistant. (Secondary)

Similarly, DPs in schools with 1987-trained TLs seem to be divided between those who actively supported the TL, and those who showed little interest.

The following comments were made about the former group:

> She is knowledgeable and creative in terms of information skills development. Have several joint initiatives planned for 1990. (Secondary)
>
> Very supportive [and] a 'joy germ' when I am feeling somewhat despondent. (Intermediate)
>
> Has a better understanding than principal ... understands the possibilities of the role and willing to talk policy. (secondary)

The following comments were made about DPs who had a less satisfactory understanding of the TL role:

> Very little understanding or interest. (Secondary)
>
> Has some surface understanding but no real understanding of the role and no desire to learn more about it. (Intermediate)
>
> Full of rhetoric but not really interested in seeing my role in an intelligent way. [Tend to be] someone to provide the resources. (Primary)

With only one year's experience of having a full-time TL in their school, DPs in schools with 1988-trained TLs tended to be still learning about the role, as the following comments suggest:

> Both DPs are aware of the role on paper but are unsure how the role fits into co-operative teaching and resource-based learning. Both relate easily to the 'librarian' aspect and appear surprised that I operate in the classroom. We are working to improve the situation. (Intermediate)
>
> Understanding is increasing. Tried to use me in difficult staffing situations but soon stopped on seeing my commitment to teachers and classes. Have worked together in charter development. (Intermediate)

In several cases, however, TLs had encountered negative or unsatisfactory attitudes from their DP:

> No understanding of the role at all and I almost left the job in 1988 as a result of DP's attitude. A year on, he still doesn't understand ... a teacher who hasn't kept up with educational innovation and not receptive to change (but about to leave school). (Primary)
>
> DP is not as well attuned to role as principal and calls on me for inappropriate jobs. (Intermediate)

3 PERCEPTIONS OF THE ROLE - TEACHING COLLEAGUE AND STUDENT EVALUATIONS

In addition to TL evaluations of how well their own role was understood in their school, plus opinions from principals, views on the TL were also obtained from teaching colleagues and students. The comments offered come from a wide, and possibly more objective cross-section of opinion.

But firstly TLS were asked to assess how well their teaching colleagues understood the role.

Fellow teachers' perceptions of the TL role

Teacher-librarians were asked if there had been any perceptible changes in levels of staff awareness about their role in 1989, with the expectation that another year would have increased understanding.

Table 2

Staff Awareness of TL Role in 1989

	1986	1987	1988
Increased	6	11	14
Remained the same	3	3	-
Declined	-	-	-

For the majority of the TLs (and all of 1988-trained TLs), staff awareness of their role had increased in 1989. For some of those longer in the role, however, the level of understanding had remained static, or at the level of the previous year, either because a generally high level of understanding had been achieved across the school or because the TL felt that as much as was possible had been achieved. This meant, that in some schools, there were individual teachers, groups of teachers, or entire departments (in some secondary schools), who had still to reach an accommodation with the role, or even show some interest in it, as the following comments demonstrate:

1986 Teacher-Librarians

> Those who have taught with me more fully understand the role and accept its value ... accepted by others in that I've been around for a long time now, like a comfortable fixture - but not in their day-to-day thinking. (Secondary)
>
> Those who know, know. Others still think I am a librarian. Even when it is explained, it does not penetrate or [they] are unwilling to understand, especially older teachers, e.g. 'We have always done it this way'. There is also a problem of the large number of transient relievers. (Intermediate)

1987 Teacher-Librarians

> Not a good understanding. Not a school where there has been a tradition of public discussion of roles. Teachers are kindly disposed towards me but I tend, on the whole, to view the school staff as a 'large, somewhat difficult class'. Have tended to target HODs and key teachers.

1988 Teacher-Librarians

> Varies across the staff ... tend to single out key people to spread the word. Some staff are still sticking to a curriculum approach of five years ago. (Intermediate)
>
> Pretty good understanding on the whole and the level of interest in the library has been more satisfying in 1989, in wake of publicizing the role at the beginning of the year. Work has tended to come to me, other than a few 'boulders in the stream'. (Secondary)
>
> A diversity of levels of understanding - from a good level to poor, e.g. teacher asking 'What are you doing here?' when she encountered me out of library boundaries. (Secondary)
>
> Staff, as a whole, is committed to teaching the research process and information skills learning. This came through very strongly when we were writing our mission statement and charter documents. Group discussions highlighted these aspects and the role of the TL. (Intermediate)

Several general conclusions can be drawn from these and other comments TLs made:

* A close working relationship between the TL and individual teachers, or group of teachers, inevitably leads to an increased level of understanding or appreciation of the role.

* Even in schools that have had a full-time TL for three years, a diversity of attitudes still persists in respect of understanding of the role and its place in learning programmes.

* As with other across-the-school roles, TLs in schools with large staff numbers have more difficulty in reaching all teachers and all departments, with substantial areas of the school seemingly oblivious or indifferent to the contribution of the TL.

* High staff turnover poses problems for a number of TLs, in respect of continuity in collaborative ventures and the requirement to constantly market the role for new arrivals. Staff turnover was an issue in intermediate schools particularly, and in several primary schools.

* Although younger teachers in some schools seem more receptive to the potential of working with the TL, this is not always so.

* In a number of cases, TLs seem to have made more rapid progress than their predecessors in achieving a satisfactory, across-the-school level of understanding about their role. Several 1988-trained TLs, for example, reported that they had achieved 'pretty good understanding' or understanding ranging from 'quite interested to very enthusiastic', in contrast to several 1986-trained TLs who reported that numerous teachers still did not 'understand the role' or persisted in seeing them as a 'librarian'.

Teacher perceptions of TL role: Wellington East Girls' College

In the Stage II Report, forty-four teachers at Upper Hutt College provided an opinion of the role of the TL in their school. At the end of 1989, however, it was not feasible to call on this school again, as the TL had resigned at the end of Term II to take a senior mistress position in another school.

Another Wellington School (Wellington East Girls' College) was substituted, and, as in 1988, teachers were invited, at a morning staff meeting, to respond to a short questionnaire. Although fewer teachers (21) returned completed questionnaires, their responses represent a substantial body of opinion at the school, which has a full-time staff of nearly 50 teachers. In this case, the TL had been full-time at the school for three years, unlike Upper Hutt College where the TL had been only one year in the position.

Of the 21 teachers who responded, 17 had worked with the TL in the area of library research skills, senior student research projects, or subject area projects. Of these levels of involvement, over half had been both jointly planned and jointly taught. For at least nine teachers, their understanding of the TL role had changed as a result of working with the TL, as the following comments explain:

> Now see her as a teaching colleague, who is actually involved. It takes a load off.
>
> She expanded my understanding of the role, with the setting up of research assignments, and involvement in the teaching and evaluation of these.
>
> Originally just saw her as a resource person.

Of the 21 teachers who offered an opinion, however, more (10) tended to see the TL as a resource provider rather than a resource provider and a teacher (6). Another five teachers were unable to provide a suitable description of

the role. However, a majority of teachers (13) indicated they used the library more since the school had a full time professional in charge. Most (16) also indicated that their students were also using the library more frequently as the following comments show:

> Many are more confident about using the library, especially the catalogues and microfiche.
>
> There is a perceptible increase in library use and students are getting more help to go out to other libraries for information.
>
> TL has helped many students use the library more confidently, with greater in-depth use.
>
> Library resources are better geared to topics currently being taught and the reading level of materials is more appropriate.

The same number of teachers (16) indicated that the TL had increased the amount or diversity of resources available, and the following additional comments were made:

> The role of the teacher librarian in this school is vital to the work of the English Department generally. It's been such a boost to so many aspects of the subject from a teacher's point of view, especially in the area of RBL.
>
> The role is wonderful but we, as teachers, need more training in how to use her to the full.

Teacher perceptions of the role: interviews

Nineteen teachers were interviewed, during visits to schools in 1989, in order to seek additional perspectives on the effectiveness of the TL in schools. All these teachers had worked in some capacity with the TL, with most involved in fully planned and jointly taught ventures in the subject areas of English, Social Studies, Science, Economics and Transition Education. Forty-seven units of work had been jointly planned and 39 had been jointly taught. Of these, 27 had been jointly evaluated.

Of the 19 teachers, 16 had had their preconceptions of the TL role modified as a result of working collaboratively with their TL, for the following reasons:

> I had anticipated that I would just go to the TL for material resources. I was not aware that both of us would be so involved in planning and teaching.
>
> I originally under-estimated the amount of teacher input that was necessary and although I was initially uncomfortable with sharing the responsibility, it enabled work on a one-to-one basis with students.
>
> Hadn't expected TL to be involved to the extent she is. In effect, it has been a learning process for teachers as well as students, especially seeing another teacher in action.

Twelve out of the 19 teachers indicated that they had used the library more in 1989, with the remainder explaining that they had 'always used it a lot'. However all 19 said their students now used the library more frequently with perceptible changes in student use of, or attitude to, the library. Changes in student behaviour and/or use included:

Students now appreciate the need to appraise or judge resources, rather than just writing out screeds of notes verbatim.

Students explore new areas of the library, e.g. Vertical File material, and new subject areas.

Students have begun to expand the notion of resources beyond books. I have done lunchtime monitoring in the library and have observed increased use. Resource Based Learning exercises are very valuable and lead to a more vigorous judgement of the value of resources.

Definite changes in use. Students are moving towards shorter, more precise and clearly focused research projects, as a result of the TL input, and are able to judge and assess a diversity of resources.

Children are more aware of what is available and are self-confident and self-directed, which is quite staggering to see in 7-8 year olds. It is a consequence of TL input.

All 19 teachers agreed that the TL had been able to increase the amount or diversity of resources available in the school. When asked for their evaluation of how well the TL role was understood in their school, most suggested that their own high level of appreciation was not shared by all their teaching colleagues. Comments included:

TL has gone to considerable lengths to make the role clear. As far as I am aware she is booked solid but there are probably some mental blocks with some teachers. It is an alien concept for some to plan so rigorously and TL is having an uphill battle in attempting to have the library used for its real purpose and not as a social centre. (1988, Secondary)

Those who have used her have an excellent understanding but others moan and groan that they have not seen her even though the TL has taken the most effective strategies to reach them, such as aligning herself with a syndicate. (1988, Intermediate)

The staff understands the role very well but the community remains to be educated. (1988, Primary)

Not completely understood but not for lacking of TL trying. Some teachers persist in regarding the job as a cushy number. (1987, Primary)

Student perceptions of the role

Teacher-Librarians dealt with students in a number of guises - in the library, collaboratively or team-teaching in the classroom, participating in out-of-classroom or out-of-school activities - and as students have few precedents by which to judge what role the TL played in the school, the complexity of the TL role generated some confusion amongst some students. As with teachers, however, a close working relationship between particular students (as individuals or as a class) seemed to rapidly dispel confusion or misconceptions. TLs were asked to assess how students in their school viewed the TL role, with such assessments being based on student comments, responses to TL guidance and instructions, and the level of general respect that a senior teacher in the school should expect. Comments included:

1986 Teacher-Librarians

Levels of understanding are as with diverse teacher perceptions, with the added factor that while they see me as a teacher, I'm a sort of interesting extra but not an integral part of the overall teaching programme within the school. (Secondary)

Very good understanding in the junior school but not so good in the senior school, especially at the 5th Form level where there are still students who see me very much as a librarian. (Area)

Very good, with most students responding well to learning information skills. There is a high standard of behaviour in the library. (Secondary)

The role may be more muddled for students than it may have been in the beginning, when I was in a more familiar role as a classroom teacher. There is also the factor of the regular two-year turnover of students and kids are probably not too concerned with particular roles in the school. (Intermediate)

Ones I work with generally see me as a teacher but some persist in seeing me as a library overseer [but] I have also overheard students correcting others, e.g.'He's not a librarian, he's a teacher'. (Secondary)

1987 Teacher-Librarians

Because of the name tag and because the library is my responsibility, pupils would classify me as a librarian but their concept of a school librarian is someone who teaches reading and research in the classroom and the library. (Intermediate)

See me in a variety of roles but accept me as a special teacher, e.g. typical comment, 'I helped them find things and taught them skills that the teacher didn't.' (Primary)

Seniors are especially receptive to the role and have a very high level of independent information retrieval. Students ask for help on an individual basis and appear well satisfied with service. Lunchtimes are hectic for me. (Secondary)

There are no problems as most recognize my role as a teacher or a figure of some authority. (Secondary)

Long-term involvement with one class means that this group sees me as part and parcel of their school life. Early involvement with new entrants also brings results, whilst others see me as a resource person, or an extra hand in the playground. (Primary)

1988 Teacher-Librarians

See me firstly as a kind of Chief Librarian and secondly as a teacher. Also seem to see the position as one with some 'clout' and often lobby me for changes or access to facilities. (Secondary)

As I have worked with every student in the school during the year in the programme of 'Action Learning', they have a fairly good understanding of the role [but] as I haven't really been involved in classroom programmes, their understanding of this aspect would be vague. (Intermediate)

Students will refer to me as 'the librarian' but are beginning to perceive of me as a teacher, especially with greater presence in classroom and marking. But also perceived as 'the dragon' as a consequence of library policy, where a climate of discipline was missing previously. Policy changes did not fit well with some students (and some teachers!). (Secondary)

> See me as a teacher, which is a change in attitude from the beginning of the year. Students regard me positively and are enthusiastic to work in the library. (Intermediate)

If the TL has worked with a range of students, either as individuals or as part of a class, students seem better acquainted with the TL role and know where the TL fits into the school structure as a specialist teacher. But as the TL often has to exert authority both within the library and within the classroom (as well as in the playground or sports field), there often seems to be some confusion in the minds of students as to the TL's right to wield authority over them. But this confusion is probably only generated by the absence of familiar symbols of authority (such as a desk in front of a classroom) and not by any diminished role in the school for the TL. In addition, the non-traditional characteristics and instructional emphases of the role encourage a different sort of relationship between students and the TL, whereby the TL steers students towards finding ways of seeking information and judging its value, rather than merely passing on a premeditated, prescribed set of knowledge. As a consequence, TLs are often able to build up closer intellectually 'intimate' relationships with individual students than classroom teachers are able to do. The only drawback is the TLs do not have the same continuous contact with students as classroom teachers.

It may be too much to expect all students to understand or appreciate the complexities of such a new role in their school. Like many teachers, they have come to expect a certain structure and set of roles in their school; a new role which is neither a teacher nor a librarian, but instead a professional combination of both, obviously takes some adjustment. But it seems that students are sometimes quicker to adapt to and accept this new role than teachers are, often with the guidance of their peers. This is best demonstrated in the following exchange overheard in a Wellington secondary school library:

Pupil 1 'They are typing students. What are they doing in the library?'

Pupil 2 'They are learning research skills just like we did last term and they are being taught by Miss X, the teacher-librarian'.

Marketing the role

TLs were asked if they still needed to actively market their role in the school. Most TLs still saw a need for this, in order to sustain or build on understandings that had been achieved, to reach new staff members, or to redress persistent and unsatisfactory levels of understanding. Explanations included:

> Teachers are still inclined to see working with the TL as a one-off thing. To market the expanded, ideal role ... different aspects of the role need to marketed extensively. (Secondary)

> Every year we get new teachers and 150+ new pupils [and] others become complacent and need reminders. (Intermediate)

> Role is evolving and people need to be shown what can be done and how they can make use of the TL. Some departments are insular by nature and have to be exposed to active marketing. (Secondary)

Several TLs perceived a need to extend marketing activities beyond the school staff to enlighten their Board of Trustees or the wider community, as the following comments indicate.

> The post-Picot climate makes it imperative that we continuously market our role, especially to BOTs and the community. (Secondary)

This persistent marketing is regarded as of benefit to both teachers and the TL, as the following comment demonstrates:

> People get caught up in their classroom demands and need reminders that I am available to lighten classroom ratios. (Primary)

Table 3

Marketing the TL role

	1986	1987	1988
Yes	6	12	13
No	3	2	1

Methods of marketing the role

Considerable numbers of 1986 TLs (7), 1987 TLs (8) and 1988 TLs (5) had modified the ways in which they publicised or marketed their role in 1989. Sometimes this was due to the force of circumstances (such as an interrupted year due to illness or extended leave) but in most cases it was a consequence of changing tack in promotion or publicity methods. For example, several TLs dropped whole-staff promotions at staff meetings as they considered the time and energy these required had not resulted in 'messages getting through'. Others adopted new approaches, either developing a 'more assertive attitude' in their approaches to teachers, or reducing the level of 'overt' selling of the role as it was no longer needed. Others decided to target individual teachers more strenuously, instead of trying to reach syndicates or whole departments. Several TLs noted that the peculiar circumstances of the year, such as charter development and school budgeting, had forced a reassessment of their publicity methods, in order not to overburden teachers nor produce negative responses to additional pressures on teachers. Another TL noted that the style of publicity or marketing tended to reflect the level of experience in the position:

> The early years probably require more overt publicity but the need for publicity persists to some extent. For example, in 1990 I may do a little promotion every 2-3 weeks, to remind staff of the continuing potential of the TL. I have been too bogged down in 1989 to do this. (Secondary)

TLs used a variety of methods for publicizing or marketing their role and these, ranked in order of popularity, included:

a) Informal methods

i) Talking/approaching teachers generally
ii) Word-of-mouth or 'ripple' methods of publicity
iii) Approach new staff/teachers specifically
iv) Target specific/receptive established teachers
v) Maintain a high profile through involvement in school-wide activities.

b) Formal methods

i) Regular talks to whole-staff meetings
ii) Attendance at department/syndicate meetings on a regular basis
iii) Regular newsletters or library information sheets
iv) Open Day talks and/or displays
v) Workshops or in-service days out of the school (regionally or with neighbouring schools)
vi) Formal reporting to principal/head and/or Board of Trustees
vii) In-service workshops/training sessions (e.g. on Resource Based Learning) within school
(viii) Library handbook or guide
ix) Library orientation for new entrants
x) Video introduction to the library/TL role
xi) Library noticeboard
xii) Articles or interviews in the media.

A 'cushy job'?

Only a minority of TLs now hear remarks along the lines of 'you have a cushy job', which can be interpreted as misconceptions (deliberate or otherwise) about the complexity of the TL role and the constant demands of daily tasks. Only one 1986-trained TL still occasionally heard such remarks, which came 'from a very small minority of die-hard traditionalists ... perhaps because of the lingering jealousy because of flexibility [of TL role] and absence of vertical form responsibility'. One 1987-trained TL commented that, although such remarks were still occasionally heard, they were 'rather flippant [and] I no longer react'.

However six out of fourteen 1988-trained TLs indicated that 'cushy job' remarks were still prevalent, but were largely confined to specific individuals or seemed largely 'made in jest' or were 'largely good natured'. Several TLs noted, that given the hours they worked and the visibility of results, it would be impossible for any teacher in the school to make such remarks with any validity:

> I am obviously very busy. Begin work at 7-7:30 a.m. and don't leave until 4:30-5:00 p.m. My involvement with children and teachers is constant and my office is stacked with work to be done.

Rather, the reverse comment is made ... 'What a difficult/ demanding job you have' or 'We couldn't do this without you'.

People are more inclined to say 'How do you get time to do everything?'

4 COLLABORATIVE TEACHING

Collaborative teaching and the TL role

Collaborative teaching continued to be a central component of TL programmes in 1989, but for a number of TLs this also continued to be a source of anxiety and was the most difficult part of their role. Collaborative teaching - especially when it incorporates the three components of shared planning, joint teaching and evaluation - is the point at which much of the theory which underpins TL training is carried into practice. For many TLs, this has been a three-step process:

> Step One: To gain their own understanding of the concept of collaborative teaching and to acquire techniques for initiating and implementing jointly planned, simultaneously taught, and jointly evaluated resource-based programmes.
>
> Step Two: To seek the active co-operation of individual teachers, or groups of teachers, in the planning, teaching and evaluation of research units.
>
> Step Three: To encourage a wide appreciation, across the school, of the potential for the TL to teach in partnership with a broad range of teachers and departments.

It was predicted in the 1988 (Stage II) Preliminary Report that 'shifts of perception probably take at least two years to permeate through schools' (p. 33) in respect of a satisfactory level of collaborative teaching in the TL programme, and this proved to be largely correct. In schools with 1986- and 1987-trained TLs, for example, there were many individual successes in fully-fledged (i.e. jointly planned, taught and evaluated) collaborative ventures. Some of these are described in this section. Nevertheless, there were also significant instances of successful ventures in schools with 1988-trained TLs. Rather surprisingly, in a number of cases, 1988 TLs seem to have had more success in initiating collaborative teaching ventures than several of their colleagues who trained two years before them. It should be of some concern, for instance, that one 1987-trained secondary school TL

reported no successful collaborative ventures in 1989. To some extent, this failure can be attributed to the problems of scale and territoriality that characterize secondary schools (a factor that was commented on in the 1987 and 1988 Preliminary Reports), and possibly the too-rigid adherence to certain models of collaborative teaching, but it cannot be solely attributed to the size of the school nor to the resistance of some secondary teachers. As the experience of TLs who have achieved a high level of collaborative teaching shows, such ventures demand a level of rigorous marketing, meticulous planning, effective interpersonal skills, and a degree of bravado.

In numerous cases, however, collaborative teaching means different things for different TLs. Sometimes it will mean that a work unit was carefully planned with a teacher but only partially taught in tandem. In other cases, a work unit may have been planned and taught together, but with the TL having no input into the final evaluation of the product or process. In other circumstances, the TL may participate at the planning stages but withdraw to a resource provision role at the teaching stage - or may take a larger share of the teaching load as a result of the teacher withdrawing from his/her responsibility. Because strategies for collaborative teaching have largely been learnt on the job, all experiences (successful or unsuccessful) tend to be regarded as part of a learning curve. TLs have learnt from their own experiences, or the experiences of their colleagues. Nevertheless the degree of success or opportunity in this area of the TL's work continues to be governed, to a large extent, by the type and size of the school the TL works in, the willingness of individuals and departments to expand their teaching styles to incorporate joint or team teaching, and the level of support such approaches to teaching receive from the principal and other senior teachers in schools. These factors govern how well the concept of collaborative teaching is understood in the school, and as the following comments demonstrate, levels of understanding vary considerably.

Level of understanding of the concept of collaborative teaching in schools

TLs trained in 1986 were asked how well the concept of collaborative teaching was understood in their school, after three years in the role. Responses included:

> Staff who have taught with me are fully familiar with the concept. It tends to be a thing that only practical experience teaches you the value of. (Secondary)
>
> Hasn't really improved and I haven't been able to push the concept since Term II. There was an exodus of teachers in 1988/89 and problems with relievers continue but I did manage continuous teaching with one Form I teacher throughout the year (but) on the whole planning tends to remain the TL's responsibility. (Intermediate)
>
> Generally, those I have worked with are happy with it even though they didn't really comprehend the benefits until they had worked through units. (Secondary)

Understanding has improved over the last three years but it is still not perceived as a blanket need in the school. The best area of understanding is in English, because of the research component in the syllabus. Social studies is very much into skill-based learning. But many school teachers tend to maintain a work method of responding to immediate circumstances. (Secondary)

Compared to when I first arrived in the school, appreciation of the potential of collaborative teaching is marvellous - but all is not <u>real</u> or fully-fledged collaborative teaching. (Intermediate)

Collaborative teaching is best understood and used in the Standard I-IV area of the school. The Junior team is still only utilizing my services for resource provision. (Primary)

TLs trained in 1987 were asked what level of understanding of collaborative teaching existed in their school, after two years in the role. Responses included:

Primary school teachers generally have little difficulty with the concept. We now have some peer tutoring and cross-grouping spread over the school. (Primary)

Collaborative teaching is very well understood by those who have tried it ... otherwise, it is poorly understood. (Secondary)

Those staff I have worked with appreciate the benefits to students. For others, old habits die hard. (Secondary)

Good understanding [but] time and other pressures prevent it happening as often as I think it ought. (Primary)

Not well understood. Teachers understand the concept of syndicate planning but don't appreciate that collaborative planning and teaching is something else. (Primary)

TLs trained in 1988, with only one year full-time in the role, passed the following judgements on the level of understanding in respect of collaborative teaching in their school:

A few teachers are very receptive but most see me as having complete control in the library. (Secondary)

Quite well [but] not all teachers are happy with the idea. Some baulk at the planning which initially goes into the work but agree that results are worth the effort. (Intermediate)

I have succeeded well in spreading the word about resource-based learning but the idea of a full collaborative partnership is slower. (Intermediate)

People who work with me understand it reasonably well although there are problems with perceived levels of involvement. (Secondary)

Not terribly well understood. I avoid using jargon with them and although they may not understand the terminology, they certainly appreciate the results, e.g. 'Gosh, hasn't time gone quickly - it certainly helps with two!' (Secondary)

Not well understood, except for a number I have worked with - a handful of people - but there have been significant levels of ad hoc assistance. But there are also a number of teachers who feel I should be <u>thanked</u> for coming out of the library, into their classroom! (Secondary)

Once teachers have worked with me, it has been fine. Several teachers have had to overcome misconceptions and Term I was extremely tiring and stressful, with the need to sustain attention

and momentum. Collaborative teaching is a more demanding process than conventional teaching. (Secondary)

Call it 'team-teaching' and most people know what you mean. (Secondary)

Successful collaborative teaching ventures

Despite the different levels of understanding in different schools (or across different sectors of schools) most TLs were able to report instances of collaborative ventures that had worked well for all participants. Even those TLs who reported that collaborative teaching was 'not well understood' in their school, cited examples of successful units which were likely to lead to increased interest amongst teachers.

Only one (1987) TL reported there had been no successes in this area in 1989. Conversely, one 1988-trained TL reported that she had worked with 13 classes in the school, involving 15 teachers and over 400 children in RBL units on *Inventions Careers Biographies Social Insects Communications Bears and Bones*. Other 1986 TLs, with three years' experience in the role, noted that a willingness to become involved in collaborative teaching was governed by the teaching philosophy and practice of departments, rather than by the overall teaching philosophy of the school. Consequently some departments which already displayed an inclination to introduce research perspectives in their programmes (such as English, Science and Social Studies) were more ready to work collaboratively with the TL than departments which were more text-book centred (such as Maths or Accountancy). Nevertheless, there were a number of cases where such non- traditional users of the library or resource-based learning had forged a profitable relationship with the TL. Successful collaborative teaching ventures completed by 1986-trained TLs included:

I developed many new units of work, all which have to be seen as 'successes'. Main successes have been in identifying the skills used and clarifying these for both staff and students, including:
- all Form 3-4 science classes in preliminary research for science fair projects
- all Form 5 English on individual research assignments, stressing a whole range of information skills
- Form 7 History on individual colonial NZ assignments
- Form 7 Maths/Statistics, researching sources of statistical data
- Form 3 Social Studies on profiles of countries. (Secondary)

Have done a fair number of collaborative units but have realized the necessity of fitting ventures to needs and circumstances, e.g. the Science Dept. has converted to a module system and now calls on the library more extensively. Access to classrooms is hindered by a persistent high level of territoriality.

Examples include: *Gold* project, *Wonderful Women*, *Memorable Maoris*, *Brilliant Blokes*. There has also been an encouraging use of biographical indexes. The teaching emphasis this year was on History, Home Economics and Typing. (Secondary)

TLs trained in 1987 reported the following examples of successful collaborative teaching:

Form 5 *Movers and Shapers* (Past & Present)/Form 5 unit on *Witi Ihimaera*/7th Form Economics *Women in Business*/7th Form Biology

Waste Disposal/6th Form Liberal Studies *Minority Cultures*/All 6th Form English classes completed individual topics, with assignments and oral presentations/5th Form History *Revolutionary Leaders, ANZUS*/3rd Form Social Studies *Russia Today, Our School, Samoa*/3rd Form Art (3 classes) *New Zealand Artists*/6th Form Computing completed individual topics/all 3rd Form Social Studies completed *Introduction to Social Control, Family Trees, Gangs*. (Secondary)

Collaborative teaching has increased and more teachers are involved, across more subject areas. There are fewer requests solely for resources and planning sessions are more effective. Pupil-librarians now run the 'public' aspects of the library, releasing the TL for other duties. (Intermediate)

Unit on *Where/What/How?*/Biology research/5th Form English research/*Mind-mapping/Man and His Gods*/3rd Form Social Studies local study/senior students' individual research (extremely rewarding but little documented). (Secondary)

TLs trained in 1988, having had one full year in which to implement collaborative teaching in their school, reported the following successes:

3rd Form *Myths and Legends* unit (rewriting myths, after research, as a children's work)/3rd Form research unit on *Slavery* (after research, students had to adopt the persona of a slave or slave owner)/3rd Form classes in Science, Social Studies & English were successful, according to teachers involved. (Secondary)

Worked with three teachers in depth and one in particular on RBL units. Have effectively worked, in some capacity, with <u>all</u> staff...three more on resource-based-learning; three on part units and library programmes; two extension groups on RBL. All teachers keen to have TL booked in next year. (Intermediate)

Have had 20 or so successful collaborative ventures this year, including research units with all 5th Form (11 units), 4th Form (40), and 3rd Form (5). (Secondary)

One 1988-trained secondary school TL wrote saying that collaborative teaching had not been a priority in his school in 1989 as a result of what he considered to be more pressing needs. In a sense, this TL had redefined the role, to concentrate on what he perceived to be of greater urgency not just for his school but for his geographically isolated region.

Getting the resource base and systems into a condition where the needs of the community are served is the top priority. There will be a gradual transition of the skills and presence of our staff into the classrooms of this and other schools. Our intention is that students should leave this, and other associated schools, able to use the facilities of a large town or tertiary education library.

Unsuccessful collaborative teaching ventures

As in previous years, considerable numbers of TLs had experienced failures and disappointments in collaborative teaching ventures. But, as in the past, most regarded these as part of a learning process and often the result of circumstances beyond their control. Explanations why collaborative teaching had not worked on some occasions, or for some teachers, included:

Cannot really be termed a failure but poor timing and interruptions (such as end-of-year camp) meant one unit was not finished properly. (Primary)

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A successful unit was 'borrowed' by another teacher without any involvement in planning or knowledge of the resources. There was no consultation and the resulting lack of success ... did neither myself nor the cause much good. Resources were also stretched too thinly in another unit. (Intermediate)

Tried to spread 5th Form English research over one term of weekly library periods, which was less successful than done intensively over 3-4 weeks. (Area)

Many teachers over-commit themselves and their classes to a wide range of activities, leaving too little time to round off and evaluate. It is hard to catch both teachers and pupils to complete tasks. (Intermediate)

Interruptions in the multivarious internal school programme means that a programmed unit can be totally disorganized in a few days by unexpected interruptions. Teachers were reluctant to join in [and went through] a period of being 'fazed' by it all and by my enthusiasm with the kids. They get over this. (Intermediate)

Three units became unstuck because 1) teacher didn't follow plan and I dropped out 2) teacher followed plan but didn't need me 3) finished unit but was not involved in evaluation. (Area)

One unit wasn't particularly successful - demonstrated the perils of taking things at face value in respect of teachers' understanding of the research process. Research questions were ill-formed and although they were useful from point of view of teacher, they were not for children as they were asking the wrong questions. (Intermediate)

A number of RBL units didn't work but it was a learning process. I was over-extended in case of two groups working simultaneously. It is best to work one-to-one with one teacher at a time, with a maximum of two RBL units running at one time. (Primary)

Effective collaborative teaching: strategies and advice

In addition to providing examples of successful collaborative ventures and problem areas, most TLs were able to provide useful advice on how to initiate or sustain activities in this area. This advice should prove useful for their colleagues, or TL trainees who will need information on this area of TL activity, once training is resumed. Advice from 1986-trained TLs included:

Call it 'team teaching' as well as collaborative teaching for 'collaborative' sounds unfamiliar and threatening. Start by sharing teaching time. Note specific tasks to the classroom teacher and to the TL, and promote the benefits of class size reduction, i.e. teacher-pupil ratios of 1:15. Include marking of assignments as part of TL responsibility. (Secondary)

Preplan - plan well in advance, defining each teacher's responsibility carefully and ensure evaluation is carried out through the unit, so students get feedback not just at the end of the exercise. (Area)

The first step creeps up on you unexpectedly, often from casual contacts (e.g. in the staffroom) and is informal and often very tentative. Be sure to carry paper and pen to note down requests as these usually evolve into short-term or longer units. Respond to HODs re syllabus changes. Have all kinds of 'bait' lying around the place but also introduce teachers to documentation gently. Arrange planning times and venues, then 'woo' them with examples of resources, such as the information file - to overcome,

for example, the preconception that there is only one book on whales available. Also remind teachers that students probably have the capacity to use library facilities. (Secondary)

Planning is absolutely essential, in order to prevent one or other participant becoming a passenger. Job delineation has to be made clear from the beginning, although getting teachers to make a time commitment for planning can be difficult. (Secondary)
Collaborative teaching was a 'fuzzy' component of the training year and my approach has been to become very well acquainted with the syllabus in each subject area and make approaches, based on this knowledge, early in Term I. Also attend departmental meetings in Term I to broaden your involvement across the school. (Secondary)

Take it easy - they eventually catch on. (Primary)

Advice from 1987-trained TLs included:

Both parties need to know at the outset what their role will be in the classroom [and] the TL needs to know the classroom teacher's style of teaching. There needs to be a format for planning in respect of aims, skills to be covered, who will do what, how the unit will be evaluated, with built-in checkpoints for evaluation as the unit proceeds. (Primary)

Be involved (and expect to be!) in the planning and writing of new units of work. Even if the immediate concern is resourcing, staff can be encouraged to think about and identify particular skills. Use models or ideas from other departments and schools, amending these to suit new purposes [as] staff love to think they are using an 'improved product'. (Secondary)

Always approach new teachers personally and explain your role in the school. Don't push too hard, be patient and be prepared to adapt the role to suit the school and teachers. Accept people and circumstances as they are and work from these, accepting 'crumbs' initially. (Intermediate)

Plan well ahead, right through to methods of evaluation [but] don't be too ambitious - teachers and TLs should monitor regularly, to make sure students know the breadth of resources available and the criteria for assessment. Many students (and teachers) still feel tied to the 20 pp. project approach as it is secure and easy to mark, as against a piece of research which uses a variety of media and is presented in a non-traditional way. But let students be responsible for much of their own learning, with teacher guidance. (Secondary)

Be prepared for 10 minute consultations at any time and be happy to be the one who puts forward many of the ideas - they're usually pretty welcome. Encourage one-off lessons as they lead to others, and don't miss lessons. (Secondary)

It is vitally important to record details of processes (including timetabling for TL involvement) as a week-by-week record. Evaluation is also very important, if only to revise approaches and outlines. (Intermediate)

Advice from 1988-trained TLs included:

Insist on clear ground rules from the start, with time to plan together, timetable, and evaluate. [Maintain] regular and ongoing communication during the unit, with good written data to the classroom teacher at the end of the unit (keeping written records during the teaching of the unit). (Intermediate)

Start with 1 or 2 staff members and develop planning approaches and strategies of resource-based-learning in depth with them. The 'ripple effect' will have the others interested and involved relatively quickly. Set up planning guidelines (sheets) that suit

> the RBL approach of the school [and] don't be in a hurry to change everything ... carefully manage your time so collaborative teaching is the priority during in-class time (9 a.m. - 3 p.m.) [and] let staff see and understand time constraints. (Intermediate)
>
> Schedule quality time before you commence - not scheduled between cups of coffee - to clarify goals and plan in detail ... be clear what is possible in terms of resource availability. (Intermediate)
>
> Teachers really need to be exposed to the reality of two teachers working with a group of kids to really appreciate the benefits of collaborative teaching. At the intermediate level, you need to work closely with syndicates to initiate effective planning. (Intermediate)
>
> Joining in department meetings and coming forward with positive suggestions, e.g. rather than asking 'Do you want me to work with you?' and getting the response 'Yes, but what on?', you need to approach teachers with specific models and ideas, even if this is initially a little daunting. (Secondary)
>
> Maybe avoid jargon for a start [and] ensure that time is set aside for planning but maintaining a degree of flexibility. Teachers do get stranded in time constraints. (Secondary)

With only a few exceptions who expressed an inability to get collaborative all TLs were able to offer advice for others on this aspect of their role. The major recommendation which emerges is that all collaborative teaching should be preceded by a period of deliberate and careful planning - or as one 1988 TL in an intermediate school put it:

> You need to plan, plan, plan. The people I have worked with have been prepared to plan and understand the primacy of its value.

Other recommendations include: approach teachers with specific work units or appropriate models, rather than generalized offers of help; make responsibilities and tasks clear from the very beginning, setting out what is required from teachers and students, and what the TL is able to do; and begin with receptive teachers and departments, or deliberately target new teachers in the school.

5 PLANNING AND ALLOCATION OF TIME

Given the emphasis TLs place on planning to ensure the success of collaborative teaching ventures, it is appropriate that they place structured organization at the centre of their other activities. A core element of TL training is the development of a Strategic Management Plan (SMP) or a corporate plan which enables TLs to account for the immediate demands of the role but also provides a route to and a vision of the future. But such plans must also be realistic and pragmatic, constructed from what is possible within the school, taking such factors as existing resources, the school roll and future prospects into account. In addition to setting out short-term and long-term plans for the TL role, the school library, and resource management across the school, SMPs also provide opportunities for validation or revision of priorities as a result of in-built flexibility.

Long-term planning

Nearly all TLs regard their SMP (Strategic Management Plan) as an important, working document which enables them to have a clear guide to immediate goals and long-term objectives. Only one 1987-trained TL and one 1988-trained TL indicated that their SMP no longer was a useful management tool. In the first case, a lack of ancillary help in the library had meant that this intermediate TL had spent much of 1989 'doing a lot of Teacher-Aide library work in the afternoon, with the Teacher-Aide frequently called away for other tasks'. In the second case, another intermediate TL declared that his SMP was 'too wordy and airy-fairy and not related to the sweeping changes made in the school', and indicated he had rewritten his original document, 'refining it for 1990', with clearer goals and objectives.

These two TLs demurred from general agreement about the value and utility of SMPs. Comments on the importance of SMPs in setting and meeting long-term plans included:

1986 Teacher-Librarians

> Much of my SMP is currently being implemented but there still is a long way to go. (Secondary)
>
> Still a valid, working document but as a working document it has needed major revision due to changes in the curriculum and

[required setting of] realistically achievable goals in light of the current school climate. Lengthened the time-span for the introduction of collaborative teaching programmes, starting in a smaller way and building up to a larger scale, over a longer time period. (Secondary)

Have found it really worthwhile, even though I don't necessarily follow the order of the objectives. Used largely as a verification of tasks completed, as it is imprinted on my brain. (Intermediate)

1987 Teacher-Librarians

Continues to provide long-term direction ... although access to information technology was earlier than expected. (Secondary)

Have kept time frames up remarkably well. Funding and ancillary support has allowed things to happen as scheduled. (Secondary)

[SMP] invaluable for assisting staff discussion of mission statement/general objectives for School Charter, as well as personal objectives for Library Resource Centre .... (Intermediate)

Objectives achieved and updated rather than modified. Have not needed to back-track on any aspects [Visiting] inspector commented that other teachers could learn from the example. (Primary)

Very useful tool but badly needs updating. Such documentation is invaluable. The trick is in attempting to match ideals to the school's reality. [It demonstrates] the big difference that TL training makes, which is very focused on needs of whole school, unlike Teachers College training which equips you for teaching generally. (Secondary)

1988 Teacher-Librarians

Surprisingly the document has been unmodified - except to delay the initiation of many objectives until week five of the year. (Intermediate)

Very useful to legitimatize what has been done/what I will do next. Although extremely ambitious in some respects (especially concerning technology) it is not too different from actual experience. (Secondary)

Referred to it only twice in 1989 but it was the single most important task we did during training. It also sets an example for other documentation exercises, such as the charter and major school inspection. (Secondary)

Planning during 1989

Whilst the SMP provides TLs with an overall plan for the implementation and establishment of their role in their school, they also need to formulate strategies for dealing with immediate demands, or short-term goals a week or a term ahead. TLs were asked how systematically they could plan their day, week or term - or whether responding to unanticipated or unplanned events made a systematic allocation of their time and skills impossible or difficult.

Although eight TLs (2 1987 TLs; 4 1987 TLs; 2 1988 TLs) indicated that their 1989 year had been characterized by a high level of systematic

planning and teacher commitment, the majority (30 TLs) indicated that 1989 had been a mixture of systematic planning and ad hoc responses to informal or unanticipated needs. Explanations for this mix of structured and unstructured considerations included:

1986 Teacher-Librarians

> Despite my positive approach, other staff often work in a reactive mode ... staff perception of my flexible timetabling means they see me as able to work with them as required, i.e. my non-teaching time is seen as free time. (Secondary)
>
> [Planning] was as per year-long planner for the whole school and own weekly planner. Library bookings provide a fortnight or week's warning re library use but there is still a degree of ad hoc requests. These are primarily student requests and it is very important to respond to these. They tend to stem from the relaxed lunchtime atmosphere in the library. (Secondary)
>
> Most planning is systematic [but] occasionally I have been called in by a teacher half-way through a unit. Rather than taking an 'I told you so' approach, I have prepared a make-shift plan to take pupils through unit. (Intermediate)
>
> Time is largely planned as teachers are more adept at planning and perceive the rewards of planning. A few ad hoc attitudes persist in small groups, which tend to go in waves, affected by exams, seasons, etc. (Secondary)

1987 Teacher-Librarians

> Many teachers plan well in advance [but] others just come in and lessons are taken without a lot of preparation, but with experience and knowledge of library resources, they are often reasonably successful. (Secondary)
>
> I am so busy and the only way to keep on target is to plan long-term and in great detail. I have regular planning sessions with my staff of two and set goals with them and time frames. Monitor regularly and assess progress but some aspects remain ad hoc. (Secondary)
>
> Long-term planning by staff is starting to occur but there is always going to be a place (and there should be!) for ad hoc responses to 'teachable' moments. (Intermediate)
>
> Still tend to grab everything as it comes up in respect of classroom involvement. Library management is systematic. Because of lack of general headway, I still tend to work on the basis of never saying 'no' to classroom involvement. (Primary)

1988 Teacher-Librarians

> While co-operative teaching and planning was developing, I offered assistance to projects where I felt I could provide service - on occasion at short notice. This was a reflection of the teachers' lack of long-term planning rather than mine and occurred mainly early in the year. (Intermediate)
>
> In Term I, time allocation was unsystematic. In Term II, I was fully booked week by week, with an emphasis on classroom involvement and lower priority for management. Tended to over-compensate by taking on too much in Term III. (Primary)
>
> Planning reflects the reality of timetabling in Intermediates. Non-contact time has been used for resource building. The ideal

model of time allocation does not relate to the reality of this school. (Intermediate)

Planned to be systematic and this has worked to some extent but have also taken up options with teachers who want to work on an individual basis as not all teachers could be reached through the syndicate route. (Intermediate)

Teacher awareness of need for planning

Opportunities for the TL to plan systematically depended, to a large extent, on the willingness of teachers to surrender time for planning sessions where the TL and teacher set objectives, assessed available resources, assigned roles, and created evaluative tools for work units. In nearly all cases, the TL had been able to raise the level of awareness amongst teachers regarding this first critical step. Eight out of ten 1986-trained TLs, for example, reported that there was a good level of understanding about this aspect of the TL and teachers working co-operatively. Nevertheless, problems persisted - especially in the secondary sector, where it seems teachers are least inclined to plan systematically, as the following comments demonstrate:

Problems still arise because of the time factor. It is still difficult to persuade teachers to give up 1-2 free periods to plan work when they can use this time for marking and administration. Many teachers remain theoretically positive about team-type teaching but their reluctance to actually plan for this work indicates poor planning habits in their own classroom teaching. (Secondary, 1986)

There is some need to start anew with new staff but planning is now seen as essential to the process. Some teachers are now able to initiate planning without my input, e.g. 5th Form Geography. By the quality of work they produce, I acknowledge that they are on the right track. (Secondary, 1986)

Problems tend to be with new staff and simply serve to remind me that you can <u>never</u> stop marketing the role. (Primary, 1986)

Many teachers do not plan their work or it is simply controlled by what is in the syllabus. I am called on either well before the event and it never comes to pass; or it is the period before the class and collaborative planning is too late ... (Secondary, 1987)

Not all teachers. There is a reluctance on the part of some - feelings of inadequacy or pride, or 'I work better on my own' attitudes. Sometimes I contribute only a crumb; in other cases I'm bled dry whilst the teacher cruises. (Intermediate, 1987)

Up to 90% plan in advance and I am pleased about this as work is productive and meaningful. (Secondary, 1987)

Only one teacher to go ... but he is retiring soon and I'm too busy with the others. (Intermediate, 1987)

Some teachers respond well to co-operative planning [whilst] others just want me to do something with a group of kids, either to extend them or cater for 'the real heavies' in the class. My strategy is to hit them with detailed evaluations, showing specifically what skills are developing and those that still need attention. (Intermediate, 1988)

Some problems remain - still meet teachers in the corridor who want 'something tomorrow'. Still tend to respond [to these

requests] but try to allow time to get together for further discussion ... and respond to requests for repeats. (Secondary, 1988)

Planning sessions now average an hour long. Teachers no longer think it can be done over a cup of coffee. Approaches come at a satisfactory level from teachers, and I have not had to actively approach them myself. In fact, in Term I, I found myself over-committed and running around in circles. (Secondary, 1988)

Modification of planning strategies

Learning from their experiences of one, two, or three years in the role, considerable numbers of TLs indicated that they were willing to change their strategies, in order to improve the quality or quantity of formal planning when working with teachers. Although some TLs (three out of nine 1986-trained TLs, for example) indicated they were employing effective strategies that did not need to be changed, two-thirds of all TLs intended to reassess and modify their planning methods, even after two or three years in the role. Explanations why existing strategies needed to be modified included:

1986 Teacher-Librarians

Would like to initiate more in respect of 3rd Form English, as a blanket coverage of an area that has not really been attempted so far. Also involvement with Transition area - there are some areas of the school which need the benefits of TL involvement. (Secondary)

Less waiting ... instigating ideas more. (Primary)

1987 Teacher-Librarians

Once I have been invited to work with a class in the library, I will go to the classroom with the class even though I have not specifically been invited to do so. Once there, I will stress the importance of planning. (Secondary)

Would like to get away from the individualized research mode now done by teachers and move into co-operative learning in groups. Research using print and people seems to be underway - now I'd like to focus more on using other media, e.g. video. (Primary)

There is always a need to modify with the constant turnover of teaching staff. Will target areas where there have been significant curriculum changes. (Secondary)

Rather than plan co-operatively, I am prepared to plan units myself and let teachers modify them. They prefer it and it produces better results. (Area)

Plan a new strategy of three-week blocks, following up specific areas, e.g. notetaking, via a group of staff who know what I am about. (Intermediate)

1988 Teacher-Librarians

RBL programmes will be very similar to 1989, except for some fine-tuning. Will work a little differently on my literature promotion programmes, working with only 1-2 classes at a time, more intensively and for limited periods. (Intermediate)

> Don't anticipate much resource-based-learning in 1990 with some teachers. For some teachers, it will just be 'touching base' but I am now better acquainted with the school and how it works, so can be pre-emptive in some cases. Overt guidance with senior students may now be inappropriate. (Secondary)
>
> Will start with planning documents at HODs, with prearranged in-service time, looking beyond a relatively small cluster of receptive departments (English, Science, Social Studies). (Secondary)
>
> Syndicate structures are not a strong feature in this school. New to the school and will need to work out a strategy to plan with multiples of teachers, rather than planning with one person at a time. (Intermediate)

Allocation of time and extra duties

According to the suggested model, trained TLs should assign one-quarter of their time to resource management, with three-quarters of their school day devoted to planning/teaching/evaluating, or developing new resources or services. The major part of the day-to-day running of the library ought to be the responsibility of the librarian, library assistant, teacher-aide, student librarians, or parent helpers, or ancillary assistance from other sources. This frees the TL from the routines associated with running a school library and allows the bulk of time to be devoted to teaching with individual teachers, groups of teachers, and students.

However, many TLs work in an imperfect world, where constraints and limitations prevent the fulfilment of this suggested model. A number of schools in the primary sector, for example, provide little or no ancillary assistance for the TL and a significant time is spent (or more correctly, misused) on library management tasks. Although nearly one-half of TLs indicated that their time was allocated efficiently, the remainder had to compromise in some areas, juggling their time and skills to reach a satisfactory compromise, for the following reasons:

> More time is spent on systems as [these] aspects need urgent consideration. (Secondary)
>
> At times of high demand, I have virtually no time for library management. The position has a wide variety of demands which fluctuate greatly. (Secondary)
>
> Time devoted to committees and slightly more time spent on resource gathering for teachers (because of geographical distance from sources). Less time than ideal has been spent on resource management because of teaching demands. (Secondary)

Several teachers who indicated that their time was organised in an efficient manner noted that this was possible only after some struggle, with TL having to make clear what could or couldn't be asked of them in the school, as the following comment shows:

> I am still adamant that I will not be used for tasks that are not in the job description, despite pressures to compromise from one DP in particular. (Intermediate)

In an associated question TLs were asked whether they had been asked to do duties or take on tasks outside their job description. Attempts were made

to distinguish between tasks which were voluntary or done willingly, and those which were imposed on the TL and were not appropriate to the role. Although most extra tasks the TL took on fell into the former category, there were a number of instances of the latter category, as the following comments show:

> I ended up collating, pasting and photocopying a school newsletter every fortnight for the last term - mostly in my own time. My newly revised job description doesn't cover this next year. Someone else can do it. But I also do bus duty 3 days per week, which as a staff member I'm prepared to do. (Primary)

> Because of staffing difficulties in 1989 I was told to take a 3rd Form English class. This has been timetabled permanently for 1990. (Secondary)

> There is a delicate balance between voluntary relief teaching and being regarded as a 'spare'. Conflict in 1988 resulted in the principal properly resorting to long-term relief. (Primary)

As senior teachers in their school, most TLs argued that involvement in extra duties had to be on their own terms; any additional involvement had to be weighed against its place in widening the TL role in the school. Nevertheless, many TLs agreed that voluntary involvement in activities such as school drama productions, school sports, or outside trips, was both necessary and beneficial so that the TL remained part of the school 'culture' and was not isolated nor seen as over-privileged, especially in a year when there were many additional pressures on teachers. Comments included:

> Covered classes when there was no reliever available, and have done administrative work for the principal, as well as sport and elective groups. All have increased my profile within the school in a positive way. (Intermediate)

> I am director of outdoor education because of my previous experience in this area but I feel it is in harmony with the TL goals. Also involved in sport but not obliged to take playground supervisors on and given complete autonomy as far as deployment of time. (Intermediate)

> I have chosen to use personal time for work on the Charter and Resource Committees. Both are relevant to my planning and curriculum role. Also a member of the National Library project team investigating integrated library management systems. (Secondary)

> Have done nothing other than I might volunteer for, e.g. workday and major fundraising project. Also school trips - but not as a passenger but a resource person. (Secondary)

6 THE LIBRARY

Library Use in One South Island Secondary School in 1989 (with a 1988-trained TL)

In 1989, nineteen classes involving 514 students - almost half the school roll - completed full resource-based learning (RBL) units. Eighteen subject teachers - two-thirds of the staff - have collaboratively planned, taught and evaluated full RBL units (some in multiples). Another nineteen classes experienced some skills assistance.

Access to a wide range of resources has meant an increase in the use of the library, its resources, systems and services. Classes are moving more towards block bookings rather than the traditional half-hour weekly library period. Booking sheets show an average of 44 class visits to the library each week in Term II and III. Before school, interval, lunch-time and after-school use were all significantly heavier. One survey in Term II showed up to 300 users at lunch-time some days, for reading, homework, and study assignments. I have introduced a 'Library Supervisor' role in return for certain privileges. Seventh formers prefer the library to their own common room.

Although the TL is not expected to spend all of his or her time in the library, it is the focal point for many aspects of the role, such as resource management and development. In all cases, libraries in schools which have a trained teacher-librarian have benefited greatly from having a trained full-time professional overseeing the rationalisation, upgrading and development of this school resource. Although it should not be re-garded as the only measure of the impact of full-time Tls in these schools (and, in some cases, not the most <u>important</u> measure), changes in the level and type of library use are often the most visible sign of the TL's work.

The place of the library in the school

In most cases the library is considered to be the centre of resource management and an important site for teaching development in the school. Comments from 1986-trained TIs included:

> There is a markedly improved service and environment in the library. I have received many favourable comments about the atmosphere and environment in particular. There is a gradual move towards seeing the library as a wider functioning system than just for class research. There has been a definite change from the library being mainly an English teachers' preserve. (Secondary)
>
> I suspect the major trends of recent years have been: more emphasis is on library as a service which provides access to resources beyond the library building; a support for curriculum; a source of multi-media resources; and an interesting place to be for senior students. (Area)
>
> Library had a very negative image ... I have managed to make it a more positive place, with lunchtime activities and training for pupil librarians. (Secondary)
>
> The library is central to the school and very heavily used (if not always well-used). But it has been better used over the period of the TL stewardship than it had been in the past. (Secondary)

Although having had less time than their 1986 colleagues to make an impact in their library, 1987-trained TIs had also initiated significant changes:

> Because of the change from scheduled to flexible timetabling, the library is seen more as a learning centre and not just a place to change books. The children are becoming more independent and student librarians are gaining status. In fact, people are wanting to know how they can be selected to do the librarian's training course. (Primary)
>
> Students are now changing their method of library use. It is now a 'working place' as opposed to be simply a 'reading place'. (Secondary)
>
> The library is of fundamental importance to learning and reading in the school - a desirable workplace with up to 3 classes and study groups working at once. Forward planning is helped by the need to book in advance. (Secondary)
>
> Library is very much more important and central to planning - hence the staff delight that they will have their own class programmes to develop in 1990 ... pupils now regard the library as a very important part of their information and recreational needs. (Intermediate)
>
> All the school's resources are housed in the library and it is the resource centre of the school. People are pleased that all resources are housed in one spot. Flexible timetabling has improved use and the principal is adamant that there will be no return to the old style of timetabling. (Intermediate)
>
> Staff are proud of the library and it is central to the school. It is used extensively for meetings, which can create conflicts with its use as a resource centre. There is now a great deal of competition for space and time. The display areas have a high profile. (Secondary)

One 1988-trained TL was helped in her endeavour to widen the use and raise the status of the school library by the completion of a new library

building. Others had been able to make improvements in space availability and the general physical environment, but most faced financial constraints that inhibited grander plans. Like one 1986-trained TL, who for two years had to be content with a student-sized desk in a crowded library as an 'office' until a separate renovated room was finally made available, many Tls did not work in a perfect environment. Another 1986-trained TL did not gain access to a telephone in the library until early 1990. Nevertheless, after only one year full-time in the role, 1988-trained Tls were able to report the following changes in attitude to the library:

> There has been a change in attitudes towards library and its use, due to the changed and developed environment. It is no longer a repository of books that may be read but a source of information and a place to work or read in comfort. Books are borrowed for a purpose, not just to please the teacher. (Intermediate)
>
> Library is a central part of the learning process and classroom programmes. Used extensively as a learning centre as well as a recreation centre for pupils to come and read, listen to reading-related audio materials, play games. I suspect it is also very much a haven for the school's social isolates and misfits. (Intermediate)
>
> Inherited a climate of attitude in respect of lack of discipline or supervision in the library. This is slowly changing and library is heavily used. It tended to be misused in the past, for although the library was good, it was under-staffed and became student 'property'. The emphasis is now on shifting it back to its proper use and making it a less threatening place for junior students. (Secondary)
>
> It is regarded as a resource centre from which information and equipment are distributed and managed. For students it continues to be a social centre (this is school policy) but I try to achieve a balance between social and work needs. (Secondary)
>
> Central to the school, although it tends to be regarded as a traditional library, i.e. print-based and not a wider 'resource centre'. It can accommodate up to four classes and is one of the few pleasant environments in the school. (Secondary)
>
> Not yet central to the school but I am making progress towards this notion. What is particularly delightful are the changes in library use by children. It used to be a social centre and not a place to seek information - now it is. (Intermediate)

Level and type of library use in 1989

As in previous years, Tls provided information on how extensively their library had been used during the year. This information ranged from detailed statistics on book issues or groups working in the library, to more general impressions of use. But, as noted in the Stage II Preliminary Report, quantitative measurements, such as the number of books issued in the year, must be regarded as <u>one dimensional</u> measurements. The real effectiveness of the TL's presence in the library lies in the <u>quality</u> of library use; in the manner in which resources are sought, selected and judged, rather than simply in the number of books that pass the turnstile. Increases in book issues have some importance, for they can demonstrate an increased interest in reading for research or recreation amongst students

and teachers. But qualitative use of the library can be more interesting and significant, manifested in such changes as more independent or self-directed research in the library by students, increased lunch-time or spare time library use; library use by classes or work groups; improvements in the diversity of quality of resources; and, as has already been noted, an increased centrality of the library as the resource centre of the school.

Tls trained in 1986 were able to provide the following information, both qualitative and quantitative, on library use in their school in 1989:

> Borrowing is up and has continued to improve over the last three years.
>
> Issues in 1985 = 5,675
> " " 1989 = 10,083
>
> This is a direct result of the book exchange programmes I have introduced plus the input into the senior English syllabus requirements. 6-7th Form small group use has increased because we are supplying research material; there is an increase in small research groups seeking informed help. (Secondary)
>
> Staff use of library resources was up 31% from 1988. 'Chapter Book' fiction up 50% since the 'Reading Alive' programme and borrowing limits removed for senior children. Boys' reading has particularly increased and has been diverted from adventure/game book material. Picture book issues are similar to 1988. (Primary)
>
> 'Library use' is probably a misleading concept in respect of this library. Issues do not demonstrate how the library is being used ... shifts from picture book emphasis, increased voluntary issuing of material, emphasis on reading programmes and judging value of materials. (Intermediate)
>
> The library looks untidier but its use is increasing all the time - partly a consequence of bright and breezy displays, which have been appreciated. Borrowings have increased and book loss may be a (negative) measure of the popularity of some material. Non-fiction is used more extensively for reading and research. The returns box now has to be emptied 2-3 times per day [but] issue numbers can be misleading, e.g. Special Class students can take out 5-6 books each with little hope of reading all. (Intermediate)
>
> Records show that book issues were up 1000+ on 1988. Reading kits (approximately 1,800 issues) are not included in statistics but generate high reading and enthusiasm levels. Closed reserve issues, e.g. for modular science are substantial.

	Issues	
	1988	1989
Books	6,203	6,979
Info file	167	168
Periodicals	125	195
Cassettes	11	19

> Over 1,000 new materials accessioned and 129 teacher requests met. (Secondary)

Reports on library use from 1987-trained Tls included:

> My impression is that book turnover is increasing and class use is higher, but there is still much room for improvement.
>
> 1989: 175 periods booked for in-library research
> 13,359 issues (averaging 87 per day). (Secondary)

Library issues have dropped since the introduction of flexible timetabling (Term I = 5,664/Term 3 = 4,614) [but this has resulted] in a greater understanding of meaningful library use. (Primary)

Continuing to issue nearly 14,000 books per year, an average of more than 10 books per student. Also, many classes are using the library collection of materials relevant to topic study - once a class has gathered a collection relevant to a topic, they share these resources and use them in the library rather than having them individually issued.

Class use to end of Term II (25 weeks)

Reading classes	438
Subject classes (with TL)	390
Total periods used	828
(Periods available = 625)	

This means that for 203 periods, two or three classes were using the library simultaneously. Increased use has also come from increased involvement with 7th Form classes and concerted efforts to work with groups of classes, such as 3rd and 4th Form science and social studies/5th Form English, history, geography. (Secondary)

Increased use in non-fiction relevant to topics. Big increase in encyclopedia use. A one-month analysis of NZ fiction use showed a 55% increase on 1988. (Intermediate)

Library is used as an on-going information source, with teachers consistently sending groups to the library. Staff feedback includes comments like, 'Because I am more interested, the children are. We do so much more research', 'Resources are more selectively chosen and allow more flexibility in language programmes. Children are more independent in the library.' (Primary)

In 1989, 383 (Term I) and 468 (Term II) classes booked and used the library, with 15-20 hours per week spent on working with teachers in all departments. Senior study averages 90 students per week. (Secondary)

Student enquiries are said, by the SLS, to be more than all the rest of the region's secondary schools put together. I am able to take small groups to SLS to try Kiwinet for themselves. There has been an enormous surge in vertical file, magazines, microfiche, newspaper file use, and local and national resource files. (Secondary)

I repeated a time and motion assignment given in our training year ... showed the use of library catalogue and index drawers up ten-times, study use trebled, and vertical file use increased five-times. Fiction borrowing is about the same but reference use has increased. (Area)

SLS loans in 1989 totalled 3,000 books. Library issues showed fiction issues decreased, with few general reading periods. Non-fiction issues have increased over last few years, with the most significant increase in class use. Classes are doubled-up in library about half of periods, with single class use 80-90% of library periods. (Secondary)

Book issue statistics don't really say anything. Bodies across the threshold say more. There has been a five-fold increase in visits to the library, increase in photocopying, magazine issue, vertical file use, SLS loans. (Secondary)

After one year full-time in the role, 1988-trained TLs were able to report the following changes in the level of use of their school library:

140 book issues daily, which is an increase over past experience. Increases in the use of non-fiction, VF, photocopier, SLS loans and other loans such as INNZ, and use of reserve system have been significant. Qualitative shifts in use have been a move away from exclusive use of the library by English in 1988, to promotion of resources, reading fiction, and databases. Nearly every subject area in the school is using the library effectively - most days library attracts over 100 students in the lunchtime, compared to 10-30 in 1988. (Secondary)

Individuals and small group visits are now permitted and this has increased library use.

Issues: Term I & II 1988 = 4,959
1989 = 6,147

Class bookings: 1988 averaged 10 per week
1989 " 12 " " (Secondary)

Issues have remained constant since records have been kept but books are now read. Pupils were interviewed by librarians on book selection/reasons for choice/book read?

Sept. 1988 48% of books were read (52% randomly selected/18% known author)

Sept. 1989 69% of books were read (22% randomly selected/23% known author/14% book promotion)

More teachers are attempting to structure research exercises to incorporate skills whilst in the library. Library was used 69% of available time (range 31-90%) throughout 1989, with hours increased weekly by six. Lunch-time and before school use popular, as well as after school. Small groups and individuals using the reference section increased 47% from 1988. (Intermediate)

More books were issued. The library is now open before school/lunchtime/after school. Previously book changing was done in timetabled half-hour ... teachers are encouraging more independent student research as they become more aware of the process, provided with guidelines. This was cited as a success of the year. (Intermediate)

Borrowing has become more constant, instead of sporadic, to suit the emphasis classroom teachers put on exchanging library books ... a high percentage of which were not read, I suspect. Books are now taken out to suit needs - on some projects, they do it hard when books have to be returned as they become so involved. Statistics indicate a daily rate of 30 - 50 books [roll = 290], with no clear pattern between fiction and non-fiction. Have a goal of one book per child per week, i.e. approximately 60 issues daily. (Intermediate)

Qualitatively, there has been a shift in emphasis from boxed resources, to students seeking their own material in the library, using catalogues and computer terminals as an integration of all resources within the library. The number of SLS requests has increased and are becoming more specific, i.e. fewer subject requests and more specific title requests. Better informal use of the library, which is used less as a social centre. Users tend to be earnest users. (Intermediate)

Have no comparative statistics for 1989 but issues have increased. Qualitative use has also improved, e.g. reserve books were used at a low level in 1988 but increased ten-fold in 1989. Lunchtime use has increased markedly and I had to open up an area to accommodate lunch-time needs. Flexible timetabling was not received well so we reached a compromise, with one booked/one flexible period per week. (Primary)

Increasing and widening resource availability

In addition to encouraging increases in the quantitative and qualitative use of the school library, TLs had also been able to increase the amount and diversity of resources for teachers and students, as a result of the resource management and development components of their role.

New or improved services (ranked in order of frequency) for teachers included:

* Vertical file (VF) set up or extended
* Increased loans from SLS or local educational resource centre
* Indexing of magazines and other non-book resources
* Systematic cataloguing of existing or new resources
* Computer database of book and/or non-book resources
* Professional reading and/or reports for teachers
* Systematic purchasing of resources (either across the school or within departments)
* Access to INNZ or other databases (e.g. NZBN)
* Centralization of school resources/set up central resource room
* Weekly broadsheet/newsletter of library news and new acquisitions
* Installation of microfiche
* Extended recreational reading/magazines
* Staffroom displays.

More general comments included:

> 'I publicise what we have got rather than those we haven't. It sounds stupid but teachers then use resources here rather than demanding other new ones'; 'I tend to introduce new materials in the context of joint ventures'; and 'closer supervision of resources is reducing losses'.

New or improved services (ranked in order of frequency) for students included:

* Catalogued and/or indexed magazines and periodicals (e.g. *School Journal*, *National Geographic*)
* Vertical file (VF) set up or extended
* Display file for new material (e.g. photocopies of new book covers)
* Access to audio-visual resources (e.g. video recorder, OHP)
* Signposting of library resources
* Extended recreational/general reading stock
* Removed borrowing limits and/or extended library hours
* Computer databases for book and/or non-book resources
* Request system for SLS loans/interloans
* Access to telephone for inquiries
* Microfiche
* Photocopier
* Community directory/information contacts
* Access to additional resources beyond library (e.g. resource centre material).

School resources beyond the library

Perceptions of what was appropriate for the TL to manage in terms of 'resources' differed from school to school. In some schools, the TL was able to regard the whole school resources, whether sited in the library or elsewhere, as under his or her management. In other cases, the concept of 'resources' did not extend beyond the library stock. Despite three years working in their school, six out of nine 1986-trained TLs indicated that 'resources' still largely meant library-based resources, for the following reasons:

> Each department still views resources as very much their own and are very resistant to change in this area. (Secondary)
>
> I have discussed the concept of a School Resource Centre with HODs, to centralize scattered resource areas, but I need to produce a convincing rationale for a dedicated area for resource storage as I don't want all the resources in the library [but] I did supervise a school-wide system of clearance for the return of resources. (Secondary)
>
> It suits the school to have subject resources associated with subject areas. There are also physical limitations to the library. (Intermediate)

A larger proportion of 1987-trained TLs (twelve out of fifteen) reported that resources in their school extended beyond the library, drawing on other sources in the school or in the wider community. This was a change from the situation in 1988, when nearly two-thirds reported that 'resources' equated to the library in their school. Explanations included:

> Although the junior school have a lot of their own which are not centralized, resources for Standard 1 - Form 2 have mostly been centralized. The new resource room has globes/ videos/ maps/ stopwatches/filmstrips/ drama gear/ musical instruments/ posters/ OHPs/ taperecorders/ journals/ teacher reference books/ teacher VF material/ photocopier. (Primary)
>
> Incorporating department resources into the library database. (Secondary)
>
> I sometimes think we have been too successful! The girls seem to think we can conjure up 'the goods' or at least a contact name or number in an instant. (Secondary)

For 1988-trained TLs, schools were equally divided into those where 'resources' largely meant the library, or where it meant a wider resource base. Explanations included:

> In a state of transition. All audio and videotapes are centrally catalogued (even if held in departments). All Transition Dept. material is library catalogued. (Secondary)
>
> Only English Department resources are catalogued in the library. Not even indexes are available for other resources. (Secondary)
>
> All new resources are centrally catalogued as they arrive. Perception of resources is shifting to beyond the library, more so since the resources are kept in only two areas. (Intermediate)

There have been some moves towards central cataloguing but these have lapsed, but could revive with the arrival of computer networking in 1990. There are up to 20+ departmental resource areas in the school. (Secondary)

Short-term plans for the library

Most TLs had a series of short-term plans for their library, as set out in their SMP, involving updating or enlarging the resource base in the library, or improving the physical environment. Plans (ranked in order of frequency) included:

* update (weeding and/or new stock) existing book stock
* build up computer files/databases (e.g. book reviews)
* subject indexing of books and/or non-book resources
* classify audio-visual materials
* book displays (with student involvement)
* microfiche, with access to INNZ
* improve the physical layout or atmosphere of library
* introduce or extend bicultural aspects of library
* computerized management systems
* photocopier
* security system.

Other plans included: overnight loans of vertical file materials, a video recorder in the library, specific identification of New Zealand books, a tape-loop system, and a video of the library and its procedures.

Long-term plans for the library

Whilst only two TLs (one 1986 and one 1987 TL) could look forward to the prospect of a new or extended library building in the immediate future, more were promised, or held hopes for such an improvement in the long term. Eleven TLs indicated that the idea of a new, larger library building - or extensions to the existing building - was at least being contemplated in their school, even though for some it was 'now probably a long way down the track'. Uncertainty about funding for capital works in education has probably meant that this promise has further receded into the distant future for many TLs. Nevertheless, numerous TLs still press on with the hope that eventually their library will provide the necessary physical attributes that will enable it to accommodate the expanding role of the TL, as well as meeting the desire for the library to be the resource centre of the school. Such long-term plans have been written into a number of SMPs, in addition to plans for improving or extending existing facilities or resources. Long term plans (ranked in order of frequency) included:

* new, larger library building or large-scale extensions to existing building
* automation of library management systems
* merge library and resource room as integrated Resource/Learning centre
* computerized databases

* enlarged non-book resources
* update video hardware
* enlarged recreational reading
* increase reading promotion programmes
* increase display areas
* new furniture and fittings
* weeding and updating of stock generally.

Levels of confidence about achieving such plans varied. Some TLs were very confident about achieving short-term goals but long term goals looked less promising, as in the following comments:

> I am very confident about short-term plans [but] there is a lack of money for automation and resource purchasing. (Secondary)
>
> If developments go according to plan, the success of the administration/teacher computer should demonstrate that a pupil computer could be gainfully used. As regards the wish to have the library used properly as a reading and resource centre, then I guess given the present staff, 75% of plans would be achievable. (Intermediate)
>
> Budget constraints or unexpected needs may delay the purchase of a computer although approved in principle by the principal and BOT. (Intermediate)
>
> Very confident (about achieving plans), except for more ancillary hours. (Intermediate)
>
> Financial constraints have meant that plans for a new library have been supplanted by plans to shift and extend the existing library. (Primary)
>
> Reasonably confident re short-term acquisitions (e.g. hard-disk computer, replacements for encyclopedias), either out of school or library budget. But the present library layout will remain, including the burdensome mezzanine area. (Secondary)
>
> The library budget has been adequate so far but I need to 'prioritise' needs for 1990, with reduced school budget. (Intermediate)
>
> Reasonably confident [but] ancillary hours have been reduced and I have been instructed by the Principal to make greater use of parent help [but] this has been sporadic and limited in the past. (Intermediate)

Satisfaction with existing level of resources

TLs were asked whether they were able to meet all their requirement, as far as resource availability was concerned, or to indicate where there were shortcomings or inadequacies.

Although half of those libraries managed by 1986 and 1987-trained TLs appeared to be well supplied with resources, many were under-resourced, for the following reasons:

> Funding is a major problem. Government shortfalls have done nothing to increase the likelihood of an improvement. (Secondary)
>
> Too much material is developed, with scant knowledge of: a) teaching strategies b) current developments c) the

curriculum. There is also not enough NZ material. (Intermediate)

There is a major problem in supporting curricula over a wide area. We depend a lot on outside sources and current trends in the SLS and 'user pays' in the private sector will make this more difficult. (Area)

Library funding allowed for only $8 per student, as a traditional school allocation level. New school funding suggests that maintaining this level will be difficult [but] access to additional senior school allocation and textbook funding has eased the situation. (Secondary)

I would like more resources available for my own personal development as a TL as I am isolated from other TLs and city resources. (Intermediate)

Table 4

TL's perception of adequacy of existing level of resources

	1986	1987	1988
Satisfactory	5	7	9
Unsatisfactory	4	7	5

TLs trained in 1988, on the whole, appeared to be managing better-resourced libraries than their colleagues, with library budgets adequate for needs, or in several cases quite generous. But a number of these TLs had also experienced difficulties in matching resources to needs:

Curriculum changes have meant [some] resources are no longer appropriate, e.g. no additional money for maths texts, when the new syllabus made the old text 90% obsolete. (Intermediate)

Can there ever be enough? At present we exist on the annual book grant and PTA generosity. (Intermediate)

Obviously, many TLs will continue to be caught between a shrinking library budget and rising costs on one hand, and increasing demands for up-to-date, relevant resources to support new curriculum areas on the other hand. They do, however, have the advantage of being able to forecast and manage the whole school resource needs, which enables them to suggest priorities for spending, reduce wasteful duplication, and utilize outside sources more efficiently than any other staff member.

Teacher-aide or library assistant support

TLs were asked whether they had been allocated adequate ancillary help in 1989, to match the level of library management and/or supervision tasks for the year.

Although a majority of most-recently trained (1988) TLs indicated that they had adequate levels of assistance in the library, a number of their 1986 and 1987-trained colleagues did not receive adequate support of this type in 1989. As noted in the Stage II preliminary report, the amount of

library management in schools with a TL inevitably increases rather than decreases as a result of having a trained professional overseeing the library. But efforts to account for increases in administrative and supervisory work have not been even, with some school libraries receiving little or no additional help. A number of primary and intermediate schools reported unresolved problems in this area, which had increased pressures on the TL and steered people away from other important aspects of their job.

Table 5

TL's views on level of ancillary assistance in 1989

	1986	1987	1988
Adequate	5	8	11
Inadequate	4	5	3

Those TLs who reported unsatisfactory levels of ancillary assistance made the following comments:

> I started the TL role with 10 hours teacher-aide time per week. In 1989 I had 7 hours per week. Next year I'm told it will be 5 hours. Therefore I'm dependent on unpaid/untrained/irregular help, or I do it myself. (Primary)

> Definitely not [enough assistance]. The teacher-aide is constantly being called away. Some attempts have been made by the principal to rectify this, by short-term assistance. (Intermediate)

> This is my biggest problem. I have an excellent team of volunteers but this requires constant supervision. I am not prepared to make volunteers responsible for student supervision. (Area).

> No! Hours have been reduced from 20 hours in 1986, to 15 in 1987, to 10 in 1988/89. I have tried to organize parent help groups but these have not been successful - too spasmodic/time-consuming/ inexperienced. (Intermediate)

> Have very little ancillary time and student librarians have not been of much assistance this year. There is some parent help but generally it has been a year of slipping standards, with areas that can never be kept up-to-date. (Intermediate)

> The teacher-aide often works in her own time to complete tasks. There is some limited parent help [but] could probably use a person daily without a qualm. (Primary)

> Never sufficient, especially in respect of relief in the library assistant's absence. I nearly went mad in her absence and suffered from overload. The 3rd Form each have a library period, to provide support in the library assistant's absence. It also helps build up confidence and independence. (Secondary)

> The library assistant is very overworked although very efficient in supervision of library systems. Some ancillary support (4 hours per week) in 1989 and I hope this continues ...Also do routine tasks when necessary. The library is much busier and there is even greater need for assistance. (Secondary)

Other TLs were more fortunate in respect of help in the library and although several commented that there was 'never enough help' to meet needs, the work of teacher-aides, librarians and library assistants often went a long way to ease pressures, freeing the TL to concentrate on the teaching and resource development aspects of the role. Comments included:

> Yes, but only by shuffling hours. Teacher-aide time has been adequate but a staff change has slowed progress. I have actually created more work since arriving. (Intermediate)
>
> Excellent assistance, because of personal commitment and use of out-of-school time. (Secondary)
>
> Have a very efficient, enthusiastic and co-operative library assistant and help from pupil-librarians. (Secondary)
>
> We are just managing, at the current level of use, with 5 hours per week, backed up by the extensive use of library monitors who run the circulation system. (Intermediate)
>
> Hours this year have been fabulous, with 23 hours weekly. The quantity and quality of work in stock management and systems management has been very much appreciated. (Intermediate)
>
> Manage fairly well but if we had more time available, VF would be better maintained. Library assistant does all the processing and provides wonderful support. (Secondary)
>
> Having adequate ancillary help has allowed me to concentrate on more critical management tasks. Also have a good team of parent helpers and pupil librarians, who need to apply for positions. There has been an overwhelming number applying for positions in 1990. Children feel that they 'run' the library and involvement appears to bestow status in the school. (Primary)

7 OUTSIDE SUPPORT SERVICES

Assessments were also made of the level of support and encouragement received from individuals or agencies outside the school. Such support - both material and moral - came from agencies which had a formal relationship with the TL and the school library, and from informal sources in the community.

Support from the School Library Service (SLS)

Relationships with the SLS, the primary contact point in the outside library community for most TLs, were judged to be very beneficial.

Table 6

Level of support from School Library Service

	1986	1987	1988
Excellent or good support	9	13	13
Inadequate or poor support	-	2	1

The majority of TLs described their relationships with the SLS in glowing terms, such as:

> They couldn't do better.
>
> Very supportive [and] always obliging despite being overworked.
>
> Efficient, sympathetic support [which] is very much appreciated.
>
> As good as ever although they have obviously been stretched with limited staffing.

Problems persist in respect of relationships with the SLS for a few TLs. In one case geographical distance from the nearest SLS regional centre meant that the TL was unable to 'preview' resources. Two other TLs had more serious complaints, for the following reasons :

> There is little understanding of the real, as opposed to the perceived, needs of schools. In the Advisory Service, their advice on library management can be effective but their understanding of

teaching strategies is necessarily limited and should not be seen as part of their job. (Secondary)

Our two advisors have a totally different concept of the role ... they are library-oriented, not to teaching information skills. (Intermediate)

Level of support from the school inspectorate

In marked contrast to the generally positive assessments of the support offered by the SLS, relationships with the school inspectorate (up to October 1989) were not judged favourably.

Table 7

Level of support from school inspectorate

	1986	1987	1988
Excellent or good support	-	5	2
Inadequate or poor support	9	10	10
Qualified response	-	-	2

In the two Preliminary Reports, strong criticisms were made of the level of support, understanding, or interest shown by the school inspectorate in respect of the TL role. In numerous cases there seemed to be a complete lack of interest in the role. In others, school inspectors displayed a poor understanding of the role during school visits.

Although the school inspectorate, as it operated under the former Department of Education, no longer exists, many of its duties and former staff are now part of the Educational Review Office (ERO) attached to the new Ministry of Education. It is likely that a number of former school inspectors will again have dealings with TLs in the near future, as reviews of school charters and school performance begin.

Before these reviews begin, however, a good number of ERO staff obviously need to be better acquainted with the TL role, especially in regards to its central place in the management of school resources and promotion of resource-based learning in the curriculum. As the previous table demonstrates, however, the appreciation of the TL role by those involved with school evaluation seems slow to advance. The nine 1986-trained TLs who participated in the 1989 stage of this research project reported that, even after three years, relationships in this area remained unsatisfactory.

Like many others involved in education, the School Inspectorate faced great uncertainty and change in 1989. Nevertheless these external factors cannot totally excuse it from the harsh judgements passed by TLs in 1989:

A visit showed me just how little the Inspector knew about the role. He made my principal appear to be well-informed! (Secondary)

Offered no support, even to the extent of not forwarding a letter from the Ministry about the future of the TL position - even after a request from the principal. (Intermediate)

Haven't seen an inspector all year and none have taken the time to write or find out more about the role. (Intermediate)

No interest from the liaison inspector. Didn't seem to know much about TLs and was able to avoid any real conversation. I felt left on my own. (Intermediate)

Have never seen them. The one contact I had didn't even know the school had a TL. (Secondary)

Zero support or interest. Tried to arrange an appointment but with nil response. Heard of an inspector describing the TL role as an 'attached teacher' (who can presumably be 'detached'?) (Intermediate)

Nevertheless, there were moments of good support or some instances of increased understanding. Several TLs commented that their liaison or area inspector had made efforts to learn more about the role, or had offered material support, such as arranging for travel costs for courses to be reimbursed, or assistance in arranging regional TL meetings. However such gestures did not always lead to a greater appreciation of the role, as the following comments suggest:

Have not been inspected in 3 years. An inspector organized a regional meeting but never really understood what the TL role meant. (Secondary)

Had a major inspection in 1989. The inspector was extremely flattering and responsive but I don't think he understood the role very well. (Secondary)

Other support systems and networks

As in previous years, most TLs persisted with meetings with colleagues (other TLs trained in the same year, or other years) in order to exchange materials and ideas, share problems or enthusiasms - and most importantly, in a year of heightened uncertainty and dwindling numbers - to reduce the sense of 'professional isolation' and to provide 'motivation to keep going'. Most TLs met occasionally on a regional basis (usually once a term) and more regularly (once a fortnight or monthly) with local area TLs. In addition, impromptu contacts were common. Long-lasting friendships had been forged during the training period and for numerous TLs, keeping in touch was both a personal and a professional priority, as the following comments demonstrate:

I had not anticipated the level of isolation the job implied. There is a need to maintain contact with those with shared experiences.

You always know you are on a common wavelength.

Meet formally once a term and informally whenever possible.

Such occasions are exhausting and stimulating beyond belief. No sleep - all talk.

Meet regionally once a term, for exchange of successes and failures/ideas and knowledge of resources/overall recharge of batteries - feel stimulated and exhausted afterwards. This serves

my professional needs, being located in an area which is starved of any professional tertiary input.

Although some TLs were able to meet at common occasions (in-service courses, or regional meetings subsidized by the former Department of Education) at minimal personal financial cost, others had to pay their own way to group meetings. Several TLs commented that the travel and accommodation costs involved in regional meetings were making these less attractive propositions, even though they remained very important venues for professional development. Other TLs were exploring alternative avenues for maintaining contact, such as using electronic mail.

Many agreed that regular newsletters such as *Infonet* (produced by Gwen Gawith, in 1989) and *Sow Thistle* (produced by Trevor Agnew at Hillmorton High) were very useful, but such efforts depend on a fairly high level of voluntary work and enthusiasm which is difficult to sustain. Reports on the November 1989 teleconference of TLs were generally favourable, with most agreeing that such technology diminished geographical distances and permitted regions to link and share experiences. However such organized events demand a co-ordinated structure and a guaranteed source of funding, and there is no certainty that this will be provided for future events. In the meantime, maintaining contacts is largely left to TLs themselves, placing another responsibility on already over-worked individuals.

Nevertheless, many TLs received assistance and support from a variety of sources beyond the primary support of colleagues and the School Library Service. The local public library provided additional resources or an adjunct to the school library for many TLs, although several commented that public librarians were increasingly prone to complain about the 'influx of students and demands on their time'. Another TL suggested that her local public library had developed 'a siege mentality' in the face of student demands on its services. At the other extreme, TLs were able to cite cases where the public library was 'very supportive of co-operative strategies between student's use of the school library and public library'. Even though public libraries may be under increased pressure generally from students as a consequence of increased internal assessment in schools, it could be argued that those students who have been tutored by a trained TL ought to be better equipped to find their way around a public library, requiring less help and guidance than students from other schools.

Other support systems or sources of information included:

National Museum (Wellington)
Community museums or art galleries
Specialist libraries (e.g. American Embassy Library)
Local Colleges of Education
Newspapers in Education
Local authorities (e.g. County Council)
Local community people/artists/authors
Local kaumatua
Learning Media Group (Ministry of Education)
Library supplies firm
Feminist teacher network.

8 FINAL COMMENTS AND REFLECTIONS

Having had one or two, or three years' experience in the role, the TLs participating in this final survey were asked whether their experiences had matched the expectations and hopes that prompted them to devote a year to training and turn their professional career in a new direction.

Has your TL experience matched your expectations and hopes?

Judgements about the match of experience with expectations were mixed, with more recently-trained TLs indicating that their hopes had been realized. Considerable numbers of TLs offered a qualified response to this question, harking back to earlier responses that illustrated areas of success or areas where progress had been thwarted. Although over-ambitious expectations may have been a factor in several TLs not realizing all their goals, the reality of introducing educational innovation in a school environment where established practices prevail, and general uncertainty about the future of the TL role, are the major reasons why all hopes and expectations were not realized in some schools.

Table 8

Expectations and hopes met?

	1986	1987	1988
Yes	4	7	10
No	1	3	1
Yes & No	4	4	3

Explanations from TLs included:

1986 Teacher-Librarians

> The actual teaching role has matched what I expected i.e. excellent teaching, which is great for student independence [but] it almost seems as though [the TL role] was started before its time, i.e. the education system wasn't really ready to accept such a new concept in teaching and tended to channel the service I could offer into a

conservative and easy-to-understand role, i.e. a 'librarian'. When it's worked on a grass-roots level it's been exciting and really worthwhile. (Secondary)

More ancillary help would have meant more teaching time would have been available and more professional library management tasks would have been completed sooner. (Primary)

No - basically because of my initial unfamiliarity with the school. I had been more familiar, I would have set more realistic goals, e.g. with collaborative teaching, but I have made the best of what I have been given. There is now a great deal of satisfaction but it took at least a year to admit the restraints of the school. I now have mana in the school. (Intermediate)

When I started, I didn't know what kind of job I was getting into. To some extent, the reality was a total shock but I now realize the satisfaction of doing something very effective in educational terms. I reckon that a kid who has learnt his/her way around the library is half-way there to finding a place in the world. (Secondary)

Yes, and even more so than anticipated. It has taken up an awful lot of time but I have not begrudged it for the rewards are tangible and visible. Resource-based learning skills are retained, to the extent that pupils are able to introduce a voluntary self-evaluation component in their work. (Primary)

Have surpassed expectations in fact, especially the expectations I had at the completion of training. I could have been more proactive but there is a line that you cannot really cross, i.e. being overly pushy or assertive. (Secondary)

More or less 'yes', even though there is still a need to start afresh with new challenges, rather than smugly falling back on established programmes. Delighted to see teachers pick up resource-based learning on their own. The primary disadvantage is the lack of continuous contact with students - you get to know a large number of kids on a superficial basis. I would offer to take a form class but that would disadvantage other tasks. (Secondary)

Yes and no - some things haven't worked out as hoped and some things have been unanticipated. There are frustrations when people don't understand your role or miss classes. I also miss having my own class and territory but, on the whole, there are more 'pros' than 'cons' and I have done something innovative. It has been a bit of an adventure. (Intermediate)

1987 Teacher-Librarians

I was too idealistic to begin with [and] thought I could change attitudes and ideas too quickly. (Intermediate)

No. Had hoped to be further down the track and believed I would have input into curriculum committee, staff training, and List A programme. Have had none of this. I'm viewed generally as <u>an overpaid librarian</u>. (Secondary)

I am still frustrated with the low level of classroom involvement, but after discussions with my principal we agreed that the emphasis should be on quality not quantity, and on the junior school/new entrants. I have used this to advantage but the role is not as children-oriented as I first envisaged. (Primary)

Work comes along quite spontaneously but there is still a long way to go to be at its best. (Secondary)

Yes and no - I was not sure what my expectations were. Initially it was like starting training all over again but how I can measure my progress and success, and point to concrete achievements. It took me a year to fully understand the role description. (Secondary)

Yes and no - hopes tended to be much higher than the reality but I'm sticking to my guns. Will not be seen as 'the librarian' even if life would be easier if I compromised. I hope my way of looking at the role is correct. (Intermediate)

I like what I'm doing. I'm able to bring change especially in resource-based learning and research. I enjoy working with children who are keen to find out for themselves. (Primary)

There is increased confident use of the Library Resource Centre, with staff trusting me more. (Intermediate)

Although my expectations in December 1987 were not completely on-target (my interpretation of them was probably the cause). I now have a far better and more realistic appreciation of all the elements involved. There has been more stress than expected, from the huge and varied range of staff requests, but there has also been more effective teaching ... and collection development has been more efficient. (Intermediate)

The job is better than I expected. (Secondary)

1988 Teacher-Librarians

No, due to constraints (programme changes/rotation changes/ancillary hours cut) and limited opportunities to work with teachers ... (Intermediate)

My expectations have been met in some respects and I am now seen as part of the school and feel to be part of it. Feel comfortable with the role despite having a long way to go still. Two years, to meet all expectations of the role, is probably not enough, especially in light of what I thought possible in the first year. (Intermediate)

The only problem has been the axing of the training course and the effect this has had on our morale. I always felt positive about the role, knowing I would miss classroom teaching but accepting this. Also made a deliberate decision to be low-key with self-promotion. (Intermediate)

Having spoken to other TLs and discussed their initial problems, and having been in this school for several years, my objectives were modified before training ended and were realistic. (Intermediate)

Things are perhaps going more slowly in some areas - accept a more realistic view and I am quite comfortable about it. (Intermediate)

I am pleased with staff and student responses to the role and I am even more committed to the job after one year in the role and more acutely aware of the gaps in learning that exist. As far as I can see, it is the only valid approach to individual learning. (Secondary)

I think so, even though it has been quite a struggle. (Secondary)

The future

In an associated question, TLs were asked whether they remained optimistic about the future of the TL role generally, despite ever-present uncertainties about the funding of the TLs in schools and the 1989 suspension of training.

It must be noted, however, that the following opinions were given before any announcement regarding the future funding of existing TL positions had appeared. Consequently, the frequently expressed pessimism about the future

can be largely attributed to the uncertainty that existed in late 1989.

TLs in late 1989, were fairly equally divided in respect of viewing the future optimistically or pessimistically, irrespective of which year they trained in. Those who were optimistic about the future of the TL role tended also to qualify their response in light of unresolved decisions about the future of TL training. These more optimistic but qualified responses included:

> I am not optimistic that the Government will keep the momentum going but everyone must ultimately accept the training has produced something immensely useful, especially when kids respond so cheerfully to the input of the TL. Even ex-students seem to prefer to return to their old school library to search for information. (1986, Secondary)

> Our jobs have at least rolled over into 1990 and some tutor training seems to be going ahead. The biggest worry is the number leaving their position. We do not know where we are heading but I am not letting it get me down. (1986, Intermediate)

Table 9

The future of the role?

	1986	1987	1988
Optimistic	5	8	8
Pessimistic	4	7	6

> I am optimistic that it is an important job - necessary and all those things - but I am not optimistic re funding commitments. (1986, Secondary)

> The role - yes! It is very important as more and more research assignments are put into the senior curriculum. Our future - no! With too little time to consolidate, in the public's mind, the value of our role [we are] doomed to extinction. (1987, Secondary)

> Yes, as the concepts involved in the job are too good to abandon. But no, in respect of the will of the politicians to implement it. Being 'chartered' by the Ministry of Education was a help. (1987, Intermediate)

> Whilst no real decisions have been made [about funding or training], I feel there will be no problem as many people are supporting the role. Feedback is all positive. (1987, Primary)

> I feel that the gains we have made are being seen as successful in many schools and are cost effective - something much loved by school committees and BOTs. Many [schools] have expressed an interest in similar positions. (1988, Intermediate)

> I feel that if the school was bigger, funding could be found to keep the role going. My school is too small to realistically give a classroom teacher for a TL. But overall I feel the TL role will survive, if only in bigger schools. There is a definite need for this role and staff soon see this once they have worked in depth with the TL. (1988, Intermediate)

> The School Board would fight to keep the role in the school but I am more cynical about the national survival of TLs, especially in smaller schools. (1988, Secondary)

About three weeks ago I would have said 'no' but the Principal is now quite reassuring about the future security of the role. (1988, Secondary)

More pessimistic or dispirited visions of the future included:

Lack of funding will mean at worst the job will cease to exist. At best we'll be offered a watered down version which will be a part-time TL role - doomed to fail as it too exactly matches what the old guard thought it was anyway. Once the job is watered down, it will never be upgraded again. (1986, Secondary)

I can't see BOTs being given sufficient funds to maintain the role. (1986, Primary)

I am pessimistic, for unless there is clear Ministry support, the role will die. There are real difficulties in respect of a clear career pattern. (1986, Secondary)

Not in this school! There is an attitude problem when it comes to the role of the TL. (1987, Secondary)

I see ... the position being phased out [as] practical staffing pressure will be too great. I hope I am wrong but I doubt it. (1987, Area)

I wish I felt optimistic. I am valued but not particularly understood in this school. Also, with the falling roll, I can see that the position could lapse. (1987, Secondary)

No money, no TLs! (1987, Secondary)

Unless our salaries are <u>above</u> basic funding limits, schools can't afford us. (1988, Intermediate)

Too much uncertainty. There is specific mention of the TL in 'statement of aims' in the school charter but the BOT is probably not yet aware of the commitment they have made. (1988, Secondary)

I am not very optimistic. We have had to be very self-motivated in the job, but given the vulnerability of the role in a small school, I am not sure whether I should move on or take my chances in the primary sector. The advantage of the Intermediate/Secondary sector is that you can do across-age levels, curriculum research units. (1988, Primary)

One more openly dissenting voice amongst 1988-trained TLs argued that the TL role 'was poorly conceived and never was designed to meet needs'. This TL claimed that 'schools wanted resource managers' rather than TLs, adding that he was 'very optimistic' about his own future prospects. However, other TLs would most likely object to this rather one-dimensional vision of their role and contend that job security would be even further diminished if such redefinitions took place.

Reviving training in 1990

With the dual experience of a full-time training year and one to three years in the role, TLs are well equipped to comment on what is likely to be the most effective means of training additional senior teachers as Teacher-Librarians. Nevertheless their own experience may have also prejudiced them against considering other styles or forms of training. Those already trained were asked what they considered would be the most effective strategy for reviving training for others, if funding for training was made available

in 1990. Suggestions included:

> Continued funding for TLs from outside the funds allocated schools, or have extra funding given to schools with TLs, as part of their bulk salaries funding. Continue full-time one year courses regionally, or some definite part-time course with jobs attached. Jobs have to exist for the training to be seen as relevant.
>
> A similar format to the 1988 course [but] rotated around more than one Teacher's College to allow suitable, less mobile teachers to participate ... rotated according to demand year by year.
>
> It must be a nationally co-ordinated course [and] standards must not be lowered. Ideally [it should be] a one year specialist training course ... all else is compromise.
>
> Place TLs squarely on the same basis as the education of the handicapped course - let's have ambulances at the top of the cliff. Or, make it part of every student teacher course.
>
> Probably regional training, with some distance education, with realistic constraints. The ideal is as 1986-88 training but this is probably no longer feasible. Don't want to see it done as ASTU papers, which don't allow for group meetings.
>
> Recommend something akin to the guidance counsellor's allowance, providing relief teaching, travel allowance, etc. for a nationally-approved course with a large degree of practical training.
>
> Needs some central overseeing but maybe ASTU is the only viable alternative in the absence of 1986-88 style training. ASTU papers could be valuable papers to do in themselves.
>
> Has to be run through colleges of education but money will be a problem. Needs to be regionalized, across the country. If it reverts to ASTU-style training, it will probably fall flat on its face. I would like to be involved in part-time tutoring.
>
> Our experience would be at least useful in respect of TLs as tutors [but] I don't know if the country could afford more than one college of education course. I am very worried about standards being maintained but will do my best to support any system as long as it produces more TLs. The SLS should also have a role in future training.
>
> Part-time training option has probably got the best chance of official acceptance. The role remains difficult to define as it is only really understood once it is practised.
>
> A four-year course, with teacher release, but it is too much to expect a commitment to tutoring from existing TLs, even though they may want to participate or feel obliged to.
>
> The most effective approach is to take a year out of school, to permit a complete change of direction. The most likely cost-effective alternative would probably be AST units but it is very difficult to teach and absorb new perspectives simultaneously. There is also a need to provide incentives.

There does not seem to be one particular preference amongst current TLs about the best strategy to revive training, other than a desire not to see the standard of training diminish and a general belief that the training they went through was the ideal. Nevertheless, most seem to accept the reality that such a style of training was no longer possible, in a climate of financial constraints and decentralization in training institutions.

In mid-June 1990, as the first draft of this report was nearing completion, a notice in the *New Zealand Education Gazette* (15 June 1990)

gave details of a revived training scheme, to begin early 1991. This announcement had its genesis in an earlier statement from the Minister of Education that training would be reinstated but 'not run the same way as in the past' (*The Dominion*, Feb. 7 1990). The 1991 course will be a seven unit diploma-level course for certificated teachers, delivered through all six colleges of education. It will be part-time training, with distance education as the primary component. Units three to seven will require attendance at block courses and 'funds to cover some teacher release will be available'.

The case for a name change

In the two reports which preceded this final report, TLs were asked whether 'Teacher-Librarian' was a satisfactory job title, accurately reflecting all facets of the role and adequately understood by all the TLs came in contact with. In the Stage II Preliminary Report, nine TLs voiced strong criticisms of what they saw as the short-comings of the given title and in 1989 this number had not diminished, but had increased slightly. Nevertheless, a clear majority of TLs (25 out of 38) seemed reasonably content with 'Teacher-Librarian' as their given title, even though a number acknowledged that it continued to be misused or misinterpreted by some who had a limited understanding of or acquaintance with the role. For example, one TL commented:

> The name hasn't been a problem but it may have contributed to the downfall of training, e.g. Lockwood Smith [National Spokesperson on Education] referring to 'librarian' when talking of Teacher-Librarians. He didn't hear the 'teacher' part and obviously didn't have a clue.

The minority of TLs who called for a name change or a name revision gave the following explanations:

> It's simply that teachers cannot get the idea that you don't live in the library all the time.

> Totally misleading title. 'Learning Consultant' would be better. It is open to misunderstandings. I started using 'Curriculum Resource Teacher' but people have difficulty with this too. Now describe myself as an 'Information Teacher'. But I am what I do, I suppose.

Although one TL responded rather tersely to this question with 'What's in a name', the issue of accurate nomenclature obviously remains an issue for some TLs and if ways can be found to reduce this possible barrier to greater understanding about the role, then some TLs will use them. In the meantime, however, 'Teacher-Librarian' or 'teacher-librarian' will remain the conventional title. But given that advertisements appear from schools seeking a 'Teacher-Librarian', it is probably in the best interest of those TLs currently in New Zealand for 'Trained Teacher-Librarian' to become the norm, to distinguish the trained from the untrained.

Additional comments, brickbats or bouquets

At the conclusion of a lengthy interview or a 12-13 page questionnaire, TLs were given the opportunity to add comments, or to bestow brickbats or bouquets on those who deserved them. Comments included:

> The national teleconference link was an excellent way to be informed - much better than print. I hope these will be some way to do it again.
>
> I hope that a course based on senior teachers is resumed as it is increasingly obvious that there is an urgent need for TLs. Sensibly, the emphasis ought to be in contributing schools and then developed up through schools.
>
> It has been a difficult year for me, [but] the interest that developed from the year's work gives me hope for the future. Teachers are impressed by the level of student motivation [and] student enthusiasm to use a variety of resources and improved commitment to deadlines.
>
> An interesting year, with its ups and downs, but definitely marred by the uncertainty about continued TL training. It has been satisfying to see my Form 1-2 reading groups return to their respective classes and share their resource-based learning knowledge with teachers and fellow pupils.
>
> It would be such a waste of money if the role were not to continue. Apart from being responsible to the Principal, I am my own boss. The role invites creativity and personal development in thinking, which reflects back to the children.
>
> You have made me sit and think again ... the joy and excitement when two teachers and 34 pupils have the recipe right is fabulous.
>
> I really enjoy the position but wouldn't want to do it for more than five years, which leaves the problem of where to go next, especially in respect of senior positions.
>
> The role has offered the opportunity to work on resource development (e.g. on units being used by other schools in the region). That wouldn't have come my way otherwise and indirectly is to the school's benefit.
>
> Involvement with staff development is very important and is likely to increase in light of diminishing externally-funded in- service training. This is a very important role for TLs.
>
> One thing about the TL role is that you begin to see how other teaching styles work or don't work ... training, although extremely stressful, was appropriate for the needs of the role producing an internal understanding which may not occur with ASTU-style training.
>
> For every step forward, it feels like it is two steps backwards. I don't feel I spend enough time in the staffroom, tending to spend intervals and lunch in the library, or dashing off to a meeting. If I didn't insist on teaching, the school would probably let me manage resources until they came out my ears.
>
> Still love the job as it still has real potential and is still challenging after 3 years. There will always be a need for information skills. Even if I have to move to more conventional teaching, I will take such approaches with me. However there remains a need to sell the role to BOTs.
>
> I have noticed that you are often more effective than a classroom teacher in the classroom as you are constantly working with students and not withdrawing to a desk, to mark etc.

One final comment from a librarian in a Secondary school library that has a 1988-trained TL:

> I have been the Librarian before and after the advent of the TL and can tell you that having a TL in the school has made a great impact, making possible all those things we wanted to do but couldn't do, such as using the full potential of computer databases.

9 ADDITIONAL COMMENTS FROM HEADS AND PRINCIPALS

As has already been stressed in this report, the level of support and degree of understanding from the most senior member of the school - the head or principal - is a significant factor in the success or otherwise of TLs in New Zealand schools. Heads or principals were asked, either in an interview or through a questionnaire, for their opinions on a number of matters concerning the status of the TL in their school, and to describe what plans had been made to retain this position in the school. Thirty-eight replies were received and responses (additional to those reported in Chapter 3 follow.

Understanding of the role over the previous 1-3 years

Head and principals were asked whether they had come to a new or revised appreciation of the TL role in the time such a person had been working in the school, and whether their initial expectations or preconceptions of the role had changed. Responses included:

1986 Teacher-Librarians

> Role evolved from main preconception as a purely library role ... into an across-curriculum resource teacher, as the resource base expanded across the school, with the TL becoming a curriculum adviser. (Secondary)
>
> I was not aware of the range of responsibilities the TL would have and regarded her as working in the library with kids, rather than someone who has the responsibility of all learning resources in the school. (Intermediate)
>
> Thought that the TL may be so tied into the library that their contribution in the school in other areas would be minimal. I have been pleased to see our TL fully involved in the corporate life of the school, particularly in Outdoor Education and with parent involvement. (Primary)
>
> Initially I was ignorant and perceived the role as a librarian. Now see it as a resource person, whose influence has spread beyond the school boundaries. (Intermediate)
>
> I did not fully understand the role. Preconceptions have changed. I know what a good TL can do. I have seen the library being used more by students and teachers, with greater emphasis on research-

based skills. (Secondary)

Had an expectation that all departments and students would benefit from the TL being there. [This has] changed in that the benefit has not been as widely spread as I hoped. This is not the TL's fault - some staff have never made much use of the library anyway. (Secondary)

1987 Teacher-Librarians

Thought there would be greater emphasis on library work. The percentage of this is a lot less than expected [but] totally acceptable to all staff. (Intermediate)

The obvious expectation of a librarian who was a teacher or vice-versa. Someone in the library issuing books, mending, cataloguing, etc. [Experienced] an abrupt and vast change, with the role now seen as a co-planner, a senior referral person, and a person providing access to resources - a person with knowledge and access to knowledge. (Primary)

A glorified librarian! Now I, and other staff, have realized the scope of the position when it is used as a focal point for the promotion of resource-based learning. (Secondary)

I didn't know very much about the role - came with an open mind and perceived the possibilities. In some areas (development & use of the library, programme support for pupils, planning models) expectations have been matched. In some areas they have not been met, particularly in the education of the staff regarding the possibilities of the role. (Primary)

With the almost total lack of publicity it was difficult to judge. The Fenwick/Foley reports of the 70s showed the long overdue need for such a person [but] expected the college would get primarily a librarian rather than a teacher [now] see the value of TL as a resource teacher and developer of information awareness and systems [who] has encouraged cross-fertilization of ideas between previously separate subject areas. (Secondary)

[Expected an] emphasis on development and organization of learning resources in the school. [Now] extended to the process of direct intervention in classroom programmes, to upgrade the use and quality of available resources. Still seen as the most effective in-service activity ever developed. (Intermediate)

Had no expectations, as TL role was not a priority when I arrived as a new principal [1988]. Have learnt a hell of a lot about the role this year but still don't know a lot of details. However the TL keeps me pretty well informed by regular reporting. (Secondary)

Not too many expectations. I believe these must always grow out of the personal attributes of the appointee. I saw the job as one of facilitating: a) the learning, information gathering, enjoyment and mastery of information; b) support for my teachers in building this into their programmes. Expectations haven't changed. I find, however, that changing the expectations of staff ... has been much slower than I would have thought. (Intermediate)

1988 Teacher-Librarians

Hopes and expectations are confirmed but there are some unanticipated surprises, e.g. access to resources in the wider community. All the time I try to visualize what life would be like without a TL in the school, with students acquiring life-long skills. (Primary)
Initially, I had no conception of the breadth of activities the role encompasses, especially in respect of RBL. Regarded them as

someone who could look after the books but there is much more to the job than I had appreciated. Staff also didn't understand the breadth of the role. (Secondary)

Expectations have been reinforced. I had not been looking for a 'librarian'. The TL has fitted into the role very well, with the school 'growing around' the TL rather than the opposite situation. (Intermediate)

Perceived the role as: 1) particularly valuable resource person; 2) manager of school resources; 3) lead teacher/resource teacher for library skills; 4) salesperson for library technology. (Intermediate)

Had not anticipated that the impact of the TL would be as visible or immediate, as I was a little sceptical about similar non-teaching roles in schools. [Now] getting value for money, beyond expectations. TL is likely to be so in demand that he may need to be hard-nosed about the allocation of his time in the future. (Secondary)

We expected management of the library, introduction of resource-based learning programmes, assistance in finding resources [and] assistance in teaching. All of these objectives have been carried out. The value of resource-based learning and assistance to staff has surpassed our expectations. (Secondary)

Problems in establishing or extending the role

In the responses above, there are some hints at problems some schools were experiencing in 1989, in respect of establishing the TL role within the school. Over half (20) of those heads or principals who responded indicated that they had experienced few or no problems in establishing the role in their school (with remarks such as 'The acceptance of TL by other teachers has been gradual but at each step well accepted, and now the access to assistance would not be relinquished easily'), the remainder have experienced initial or continuing problems. A number of heads or principals agreed with the observations of the TL that acceptance of the TL role by other staff was not always satisfactory nor even. Comments included:

There are comments from other staff about the TL being an easy job. Also the idea of staff and students that a library assistant is all the 'librarian' they need so they have little concept of what a TL is about [and] the library being seen as a 'negative' place by many students. Also the difficulty of the title 'TL' being used in a general way rather than specifically for a trained TL. (1987, Secondary)

There has been some reluctance on the part of some staff to accept a TL in this role, because the position is not a 'full class' responsibility. Even after exploration some still do not understand the role of this teacher and are more inclined to view her as a librarian. (1987, Intermediate)

There is under-utilization by some teachers, who have been accustomed for so long to do things for themselves. Some also need to be cajoled or prodded along. (1988, Intermediate)

There is a degree of cynicism amongst some staff because, like guidance counsellors, you are not seen to be at 'the chalk face'. (1988, Secondary)

Establishing the role has been difficult in as much as 'older' teachers are reluctant to change. (1988, Intermediate)

Two other principals commented that practical problems (lack of teaching space; insufficient ancillary hours) had to be a greater restraint on the full realization of the TL role in their school than staff reluctance to participate.

Replacements for departing TLs?

Whilst a number of schools had already faced the reality of their TL moving on to another position in the education system, principals and heads in schools where TLs remained seemed acutely aware of such a prospect for their school. Their apprehension was increased by the fact that at the time of these interviews, there was no clear national policy on replacements for departing TLs, as well as continuing uncertainty about future training for TLs, and the absence of a ready pool of likely replacements. Comments included:

> If the TL left, presumably we would be free to advertise for another as the school is designated a TL school. But the issue is now confused with the suspension of training. (1986, Intermediate)
>
> There is no doubt that if our TL left a great gap would appear in our school that would be difficult to fill. (1986, Primary)
>
> Since our school programme is now based so much on the TL we are very concerned about the uncertainty as regards the future. (1986, Secondary)
>
> It is critical that the role is retained; a role that is more important than it would have been five years ago. (1986, Secondary)
>
> It is a nightmare. The TL could leave tomorrow, leaving a great big hole. The haste of change in education has left so many questions unanswered. It is nice to think there is a career path for TLs but it makes it very difficult for schools. (1986, Secondary)
>
> I am concerned should our TL move elsewhere. We have such a valuable person resource who in addition manages such a valuable resource. (1987, Intermediate)
>
> Very concerned. This service has the potential to achieve the greatest good for the largest number for the least expenditure. There are many other expenses that could be cut and make little difference to the quality of education than this. (1987, Intermediate)
>
> The school depends on the position. There are too many implications if the TL left. The running of the library would not be difficult ... but a critical professional development role and senior leadership role would be lost. (1987, Secondary)
>
> Yes. I firmly believe the TL concept is one of the most exciting innovations in contemporary education, i.e. when the duties are carried out in the style of collaborative teacher. (1987, Area)
>
> Certainly a concern. Having seen the advantages, we are very conscious of this school's good fortune in having a TL and other schools' misfortune in not. When I talk about it, we are envied.
>
> It is crazy policy not to have more positions and more trainees on tap. (1987, Primary)

A real concern. It also must be a lousy feeling not knowing whether people love you or not. It is one of the most effective educational innovations of recent years. (1988, Secondary)

The scheme was initiated in response to a perceived need, as a golden opportunity to catch up with the rest of the world. I see them of greater value at the Primary level, rather than at Intermediate or Secondary level. (1988, Primary)

It is of tremendous concern, not knowing about the long-term retention of TLs-especially when you have begun to modify the school's teaching practice, to utilize the TL. (1988, Intermediate)

I think it is inequitable. The original criteria for allocating TLs was equity but under the new staff policy, it will mean that only large schools will qualify for the retention of TLs. (1988, Intermediate)

It is a big concern but we will find a place. The TL has a high profile with the Board of Trustees and it was a long and hard battle to gain a TL. (1988, Secondary)

The school charter and the TL role

In late 1988, 23 principals or heads indicated that they intended to write in provisions about the TL into their school charter. One year on, with many charters completed or nearing completion, 27 of the 38 who responded to the 1989 round of questions had initiated such provisions, in consultation with others involved in the formulation of the school charter. In some cases, consultation also included input from the TL. Another seven principals indicated that they intended to include some provision in the final form of the charter. Only four indicated that they were reluctant or unwilling to make any such provision.

However, the specificity of such provisions varies considerably from school to school. Over half (14) used the Ministry of Education-supplied guidelines concerning the recognition of the role of 'attached teachers' or 'special units', which acknowledge the role of TLs in schools more by implication than by specific citation. This cautious approach appeared to result directly from uncertainties about the future funding of staff, rather than from a disinclination to name names. Another group of schools (7) included a more specific reference to the TL role under 'Local curriculum objectives', as in the following example from a primary school with a 1986-trained TL:

CHARTER STATEMENT

GOAL 2
To main the library resource centre as a focus for learning within the school.

OBJECTIVES
To support the trained teacher-librarian in her/his role.
To enhance learning by providing a wide range of materials which support the school curriculum.

The handing over of bulk funding for staffing to schools has been delayed for another year or so and this has only granted a reprieve in respect of established TL position in schools. Nevertheless, some anxiety about job security is likely to persist for TLs, whilst uncertainty about retaining the position will continue for participating schools.

Reviving training: principal's preferences and suggestions

Although the majority of principals and heads favoured the original (1986-1988) training scheme, with three long block courses held at the Wellington College of Education and trainee TLs effectively given a one year release from teaching, many also realized that such an ideal was no longer financially nor politically feasible. Block courses, on a regional basis, appeared to be favoured as a reasonable compromise whereby trainees received 'live' or 'face-to-face' training through a less expensive method that would also be less disruptive to the school organization and a trainee's family life. But whatever appeared in the place of 1986-88 style training should not diminish the 'enormously high ideals of previous courses' (1987 Intermediate Principal). Although regional training, with block courses, was the second most favoured (but most likely to succeed) option, a number of principals or heads (12) also favoured distance education as a third option, or in a number of cases, as the first option. Although one principal stressed that 'training should not be any more difficult than training for other specialist trainees', it is likely that future training will be both more difficult than already trained TLs experienced, and other specialist teachers currently experience. Comments included:

> Block courses are relatively easy for the school to accommodate. You can't do it by doing a series of courses after school - you need block courses, for sustained training. (1986, Secondary)
>
> I think the onus is on Teachers' Colleges to provide something satisfactory, with perhaps the library school providing some parallel training. The TL is not such a remarkably unique training area that TLs could not be trained in this manner. (1986, Secondary)
>
> The previous TL training course was a very intensive fulltime one year course. Anything less than that has to be a compromise. It would need to be cost-effective but aim for the maximum face-to-face contact between tutors and trainee. (1987, Secondary)
>
> All of the suggestions are probably suitable but distance education with regional seminars are probably the most likely to be accepted. There needs to be a change in perspective from the Government regarding the value of this form of educational provision. (1987, Intermediate)
>
> I couldn't care what form it took as long as professional training is of the same standard as in the past. Financially it would probably be better to run a 3-4 year part-time course, with an assured position. (1988, Primary)
>
> Favour the option of ACED-type units spread over an extended period, with off campus training. It would place less pressure on the school in respect of freeing teacher time. If we want TLs, we will need to do it at a minimum expense to the school, as well as provide inservice training for neighbouring schools. (1988, Secondary)

Tend to have a 'soft spot' for distance education because of my own education experiences. I am a little sceptical about using current TLs as tutors if this means further demands on their time but I favour any means which will revive training. (1988, Secondary)

Additional comments

Some principals and heads were prepared to lavish further praise on their TL, or to enlarge on grievances about the suspension of training or uncertainty about the future of the role. Comments included:

The school follows the NZEI position that TLs must be 'grand-parented' into the position in the school. Whilst there is a person in a position in a school, that person will be 'grand-parented'. But if there is no one in the position, it can possibly lapse. This is a wicked waste of the effort that has been put into training for the position. The positions should be maintained as the status quo until there are more in place. How we achieved more trained TLs is a separate issue. Learning resources in a school are a major cost item and demand the management of a trained TL. If you don't have a TL in charge then you are not being cost-effective. (1986, Intermediate)

It is difficult to put a value on having a TL. I believe that the library is now a real focus of many programmes ... the old secondary system of a teacher simply getting on a time allowance for the library is infinitely less effective. (1986, Area)

We have turned things around here to the extent that the TL is now indispensable as a position. (1987, Secondary)

I find it surprising that much of the content of a TL course is not considered an essential part of a Teachers College course. I personally think that every teacher should have the requisite skills and these not be the 'sole domain' of the TL. (1987, Intermediate)

If necessary I would say scrap all expenditure on in-service training, much of which has little return or influence on total classroom practice if necessary to save or preserve this [TL] asset. In terms of day-to-day raising of classroom practice throughout the school, I have seen little to compare. The benefits from the organization, development and presentation of teaching resources alone would justify the presence of the TL. (1987, Intermediate)

Our TL has grown into the job and has carefully encouraged other staff to use her services, responded to requests from others, and has created an unique position in the school - an invaluable position. Other staff cannot now see how they managed without the TL, who is a mine of information and a gem at finding resources and co-operating with planning. Every school ... should have one! (1987, Primary)

I would argue that kids at this school would have markedly improved learning skills than kids in neighbouring schools, because of the work of the TL. (1988, Primary)

TL is very highly valued ... but many teachers in the school will argue that the TL does not have the sole prerogative in respect of teaching learning skills. Such teaching is the responsibility of all teachers and teachers cannot opt out from this role. (1988, Secondary)

To others outside the system, the TL role can seem like a soft option. Teachers at this school are only just getting themselves out of that attitude, to realize that the TL can ease their

problems. (1988, Intermediate)

I only hope we can retain our TL for a further two years to fully develop his role in our school. The first year is a learning year for all concerned. (1988, Intermediate)

I would like to see the 'professional' training kept up but realize that those who take on this additional training are our 'high-flyers' who have the better career prospects. These people are trained and then lost. Maybe a different entrance criteria would alter this. (1988, Intermediate)

TL training should be allocated funding at the expense of other education areas. (1988, Secondary)

SECTION C: CONCLUSIONS

The Australian feminist critic Dale Spender argues that there is no such thing as 'objective research', for 'All research is value judgement' (in 'A richness of writers', *More*, June 1988). This is probably true of this research for it is often transparent in its advocacy of the teacher-librarian role and its call for a viable future for the position in New Zealand schools. But this is not to say that its assertions and conclusions lack foundation nor lack proof. Neither are criticisms shirked when they have been due.

The research project, over a three year period, has attempted to measure the educational impact of an educational innovation in New Zealand schooling, and the author of this report is satisfied that this innovation has been both successful and effective. The experiences of the last three years have provided a route for other TLs to follow, with common signposts but no beaten track. The route has become a little more blurred in the last year or so, with the two-year suspension of training and uncertainty about funding. But there is much that is still possible, as more and more teachers inherit skills acquired from their TL, students achieve greater autonomy and self-direction in their information-seeking skills, and schools without TLs benefit from the in-service training activities of current TLs, with TLs becoming more a facilitator of learning processes rather than a teacher of skills.

This has been an enjoyable research project, in spite of periods of doubt and conflict. Despite moments of despondency about researching an area of education that has faced a prolonged threat of extinction, faith in the project has been bolstered by reports that the research results have been instrumental in delaying or forestalling the decline and fall of the TL role.

But, as in a lot of other educational research, this report does not provide answers to all questions. There are still opportunities for further aspects of the TL role to be researched. For example, this report does not provide comparisons with TL roles elsewhere. Although TL training in New Zealand has evolved its own special features (such as a greater emphasis on classroom involvement and resource-based learning than features in the training of many Australian teacher-librarians), useful comparisons with the

job descriptions and work experience of TLs elsewhere would be interesting and useful. Neither does this report compare the use of the library and resource management between schools with a TL and schools without a TL. Another useful research exercise would be to trace the persistence of information skills in students once they pass on to another school, to examine how thoroughly such skills are retained.

These, and other research questions, await answers from other sources. The brief of this particular project, as set out in the contract of January 1987, was to 'evaluate the educational impact of trained, full-time teacher-librarians on the organization and development of teaching and learning programmes in New Zealand schools'. This report, and the two preliminary reports which preceded it, have met this challenge, as the final remarks of the Stage II (1989) Report concluded:

> Despite continuing problems and an uncertain future, the introduction of trained teacher-librarians into New Zealand schools has been successful. It has encouraged a wider and more diverse use of resources, introduced different perspectives on teaching and learning and perhaps most importantly, promoted self-esteem amongst considerable numbers of students, who are now realizing that the acquisition of knowledge through resource-based learning can be both a pleasurable and powerful process. (p. 72)